DOCUMENT RESUME

ED 059 166 SP 005 527

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TITLE	Evaluating Teaching Performance.
INSTITUTION	Educational Research Service, Washington, D.C.
PUB DATE	Feb 72
NOTE	61p.; ERS Circular No. 2
AVAILABLE FROM	Educational Research Service, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (single copy $3.00; quantity discounts)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Evaluation Techniques; *National Surveys; *Performance Criteria; *School Systems; *Teacher Evaluation

ABSTRACT

This document updates a 1969 circular (ED 033 448) taking a new survey during the summer and fall of 1971. A questionnaire (included in the document) was sent to all school systems enrolling 25,000 or more pupils. The summary data are based on the responses of 110 school systems having teacher evaluation programs which they did not plan to revise in 1971-72. The topics covered include 1) purposes of evaluation; 2) frequencv of evaluation; 3) evaluators; 4) evaluation procedures; and 5) appeal procedures. Examples of new practices designed to help the teacher help himself improve his performance and the quality of the education in his school are given. A number of evaluation forms are included to show the variety of approaches used. These are 1) Brevard County, Fla.; 2) Hampton, Va.; 3) Columbus, Ohio; 4) San Antonio, Texas; 5) Fort Worth, Texas; 6) DeKalb County, Ga.; 7) Colorado Springs, Colo.; and 8) Mt. Diablo, Calif. (MBM)

ED059166

EDUCATIONAL RESEARCH SERVICE
American Association of School Administrators and
Research Division, National Education Association
1201 Sixteenth Street, N.W., Washington, D. C. 20036

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NO. 2, 1972

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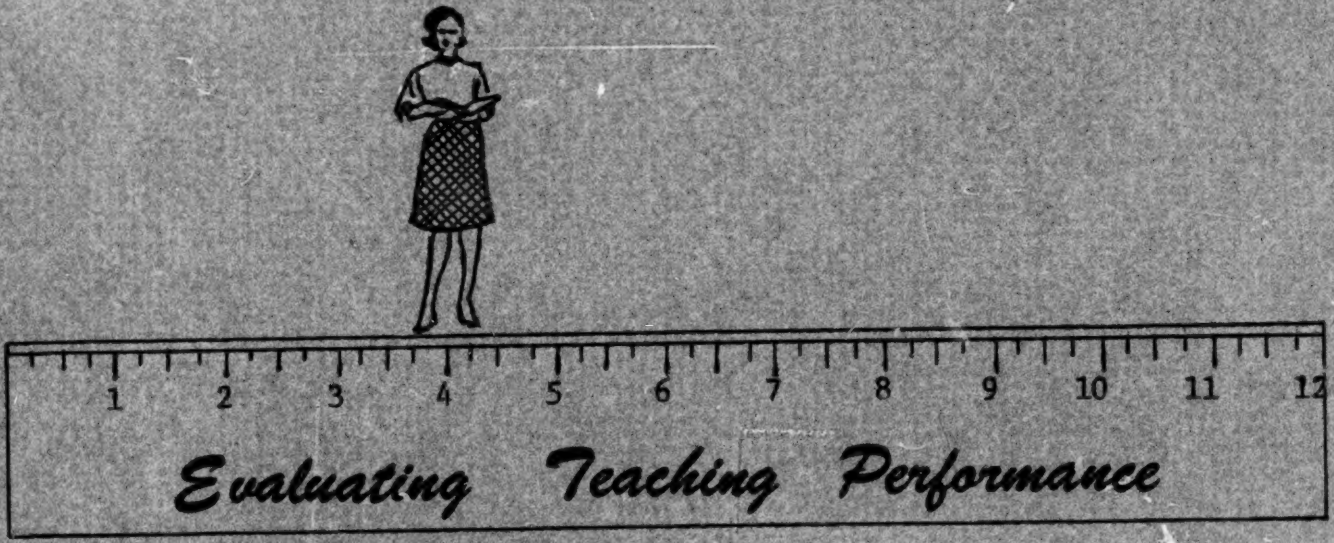

Evaluating Teaching Performance

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SP 005 527

EVALUATING TEACHING PERFORMANCE

One corollary of the recent hue and cry about accountability in public education has been a long hard look, from within and without many school systems, at the philosophy and methods of evaluating the performance of teachers. Those outside the system see evaluation primarily as a means of weeding out the incompetent or ineffective teacher and would have the evaluation of a teacher based, at least in part, on the achievement of his students. From within the school system, however, evaluations are being approached from a different aspect--the improvement of instruction. Evaluations are but one step in the on-going process known as supervision of instruction.

After several reprints, ERS Circular No. 3, 1969, *Evaluating Teaching Performance*, was allowed to go out of print in 1971. The demand for the Circular continued, however, and it is evident that up-to-date materials on teacher evaluation are more needed than ever, as a growing number of school systems tackle the task of re-examining and revising their evaluation procedures. Rather than continue to reprint the 1969 study, the Educational Research Service decided to undertake a new survey during the summer and fall of 1971.

The questionnaire form used in this 1971 survey (see pages 57-60) was sent to all school systems enrolling 25,000 or more pupils. The number and percent of school systems in each enrollment stratum returning the questionnaire form are as follows:

Enrollment stratum	Ques. sent	Replies received
Stratum 1 (100,000 or more)	27	23 (85.2%)
Stratum 2 (50,000-99,999)	56	52 (92.9%)
Stratum 3 (25,000-49,999)	109	80 (73.4%)
	192	155 (80.7%)

The questionnaire provided space for respondents to indicate the status of teacher evaluation in their systems for the 1971-72 school year: for systems with a teacher evaluation program, whether the program will be revised or remain essentially unchanged in 1971-72; and for systems without teacher evaluation procedures, whether there are plans to initiate such procedures during 1971-72. Table A (on page 2) reports, by enrollment stratum, the replies of the 155 responding school systems as to the status of teacher evaluation programs in their systems. Although the 1968 survey included a larger group of school systems (all those enrolling 16,000 or more pupils were sent questionnaires), a comparable percentage of school systems reported that they did not have teacher evaluation procedures (7.2 percent in 1968 as compared with 6.5 percent in this survey). The percent of systems in the process of revising their procedures is, however, almost 10 times greater in the current survey (22.6 percent) than in 1968 when only 2.3 percent of the respondents so reported.

The summary data which follow are based on the responses of the 110 school systems having teacher evaluation programs which they do not plan to revise in 1971-72. Only four of the 110 systems have initiated evaluation procedures since the 1968 survey, but 61 of the 110 reported that revisions have taken place in their procedures since 1968.

PURPOSES OF EVALUATIONS

Responses from 109 systems to the question, "What uses are made of the evaluations?" are tabulated below:

Purpose	Frequency
To stimulate improvement of teacher performance	102
To decide on reappointment of probationary teachers	94
To recommend probationary teachers for permanent status	90
To establish evidence where dismissal from service is an issue	89
To select teachers for promotion	64
To decide on reappointment of permanent teachers	63
To qualify teachers for regular salary increments	16
To qualify teachers for longevity pay increments	4

Purpose	Frequency
To qualify teachers for acceleration on salary schedule	3
To establish qualifications for merit pay	2

Other items mentioned by one system each were: to comply with state requirement; to write references; and to decide on inservice training requirements.

Although only one system indicated that compliance with state law or state board regulation is one of the purposes of evaluation, actually a number of other systems could have written this in, because at least five states have such laws or regulations. In the Florida School Laws, the county superintendent is charged with establishing procedures to annually assess the performance of all instructional, administrative, and supervisory personnel employed in his county. In Hawaii, state board regulation is the same as local board policy, and thus all districts as well as the state department must evaluate educational personnel annually. Oregon's 1971 Fair Dismissal Law requires the superintendents of districts with 500 or more pupils to "at least" annually evaluate the performance of each teacher employed by the district; teacher is defined in the law as any person who holds a teaching certificate and is employed as an instructor or administrator. The State of Washington has mandated that every board of directors establish criteria and procedures to evaluate, at least annually, all certificated employees.

The recently passed "Stull Bill" in California specifies that each school board must adopt a uniform set of written objective evaluation guidelines for use in evaluating the professional competency of all certificated personnel in its employ, including the district superintendent. The guidelines must include standards of expected student progress in each area of study and techniques for assessment of that progress; assessment of personnel competence as related to these standards; assessment of other duties normally required of certificated personnel; procedures and techniques for ascertaining that the employee is maintaining proper control and is preserving a suitable learning environment. The bill also requires follow-up counseling for unsatisfactory employees; distribution of the written guidelines to all certificated employees each school year; and the opportunity for each individual to append a rebuttal statement to his evaluation. School boards also must seek the advice of certificated instructional personnel in developing the guidelines.

FREQUENCY OF EVALUATION

Table B, on page 3, tabulates the number and percent of systems in each enrollment stratum reporting how often teachers are evaluated in the probationary and permanent status. The probationary status was defined on the question-

Table A

SUMMARY: STATUS OF TEACHER EVALUATION PROCEDURES IN 1971-72, 155 RESPONDING SCHOOL SYSTEMS ENROLLING 25,000 OR MORE PUPILS

Status of teacher evaluation	Number and percent of responding systems			
	Stratum 1 (23 systems)	Stratum 2 (52 systems)	Stratum 3 (80 systems)	Totals (155 systems)
HAVE teacher evaluation program:				
Will remain unchanged in 1971-72	19 (82.6%)	39 (75.0%)	52 (65.0%)	110 (70.9%)
Will be revised in 1971-72	4 (17.4%)	12 (23.1%)	19 (23.8%)	35 (22.6%)
DO NOT HAVE teacher evaluation program:				
Will initiate one in 1971-72	...	1 (1.9%)	5 (6.2%)	6 (3.9%)
No plans to initiate one in 1971-72	...	...	4 (5.0%)	4 (2.6%)

naire as "a period during which teachers are usually evaluated more frequently than later in their careers, whether or not they achieve tenure at the end of that period." Only two systems, both in Washington State, reported that even under the above definition their teachers do not serve a probationary period; they are tabulated under the "other" category for probationary employees. The term "permanent" includes teachers on continuing contract.

As can be seen in Table B, annual evaluations are most frequent in both probationary and permanent status, although semi-annual evaluations for probationary teachers are a close second. Also interesting is the fact that 27 of the 110 systems do not have a regular schedule for evaluating teachers beyond the probationary period.

EVALUATORS

In 77 of the 108 systems indicating the roles of selected building and central office personnel in the final evaluation process, the principal is the sole evaluator responsible for completing the final evaluation form, although in many of these systems he solicits the opinions of his assistant principal(s), supervisors, department heads, and in three systems, even the Assistant Superintendent for Instruction.

In some of the responding systems, evaluation of teachers is a joint responsibility--that is, the two or more evaluators affix their names to the final evaluation form as evaluators. Where this is the practice, the principal and assistant principal are usually the joint evaluators (12 systems), but the supervisor (six systems) or the department head on the secondary level (five systems) may be the other individual, or even the third evaluator.

Another approach, reported by nine systems, is separate evaluations by two or more individuals, each of which is submitted to the central office. The usual combination here is for the principal and the supervisor to each submit an evaluation, although other combinations were reported.

Another multiple evaluator arrangement reported was that of the principal and assistant principal and/or supervisor or department head each completing an evaluation form; the evaluation ratings are then averaged and a composite or average evaluation is submitted to the cen-

Table B

SUMMARY: FREQUENCY OF EVALUATION FOR PROBATIONARY AND PERMANENT TEACHERS, 110 RESPONDING SCHOOL SYSTEMS

Enrollment stratum	Number of responding systems reporting frequency of evaluation for									
	PROBATIONARY teachers					PERMANENT teachers				
	4 times a year	3 times a year	Twice a year	Annually	Other	Annually	Every 2 years	Every 3 years	Other	Not evaluated
1	...	...	9	9	1[a]	9	1	5	1[b]	3
2	...	3	17	18	1[c]	17	2	5	5[d]	11
3	3	1	20	25	3[e]	23	3	7	5[d]	13
Totals	3	4	46	52	5	49	6	17	11	27

a/ Twice a year in first and second years; once in third year.
b/ Twice a year.
c/ No probationary period.
d/ Includes two systems which evaluate permanent teachers every four years and three systems which evaluate permanent teachers every five years.
e/ Includes one system with no probationary period, one system which evaluates probationary teachers twice in their first year and annually thereafter, and one system which evaluates probationary teachers in their first and fourth years.

tral office. Six systems reported this practice.

Only one reporting system uses teachers in the evaluation of other teachers--Colorado Springs, Colorado, uses a tenure teacher on the evaluation team for probationary teachers (see procedures outlined on page 35).

As was mentioned above, a few systems involve the Assistant Superintendent for Instruction (or for the appropriate instructional level) in the actual evaluation of teachers. In 36 of the responding systems he plays another role in the evaluation process--automatically reviewing all evaluations made of teachers. In 39 other systems the automatic review is the responsibility of the personnel director.

EVALUATION PROCEDURES

The sections which follow discuss some of the key elements in the evaluation processes reported by the responding school systems.

Classroom observations. Classroom observations of teachers by principals and/or supervisors remain the most common way of gathering information about a teacher's performance. The majority of school systems in the survey, however, have not established any requirements as to the number and length of observations that must be conducted before a final evaluation form is completed. As might be expected, school systems are more likely to have both a required number and a required length of classroom observation for probationary teachers than for permanent teachers.

Of the 108 systems which responded to the question, "How many classroom observations are REQUIRED during any one evaluation period?" 50 systems reported that from one to eight observations are required for the evaluation of a probationary teacher, and 33 systems reported from one to six observations for the permanent teacher. Even fewer systems have specified a minimum length required for each observation--21 systems in the case of probationary employees and 13 systems for permanent employees. The required lengths of observation periods ranged from 15 minutes (two systems) to 60 minutes (three systems); three systems said the specification is "one period."

In response to the question, "Are printed observation forms used to record the results of each observation?" the affirmative and negative responses were almost equal. Fifty-seven systems said "Yes," and a few of the remaining systems commented that this varied from school to school or that although no printed forms are used, the observer is required to record his observations for the teacher's file. The latter procedure is probably the case in a number of the systems that checked "No."

Perhaps the best reflection of the philosophy of evaluation in a school system is whether each observation is followed by a conference between the teacher and the observer. It would be difficult to argue that the primary purpose of evaluation is improved instruction if effort is not made on a continuing basis to point out areas needing improvement and to help the teacher raise his performance in those areas. In response to the question, "Is a conference with the teacher REQUIRED after each observation?" a majority of the respondents (59 of the 110 systems) answered in the affirmative for probationary teachers, but this was not the case for observations of permanent teachers. Only 38 of the 83 systems which evaluate permanent teachers require a post-observation conference. Since the question asked whether observations were REQUIRED, a few systems responded "No," but explained that this is the practice with most principals even though it is not required. This may be the case in many of the other school systems answering in the negative.

There are, of course, other possible inputs upon which teacher evaluations might be based, although none of the responding systems' procedures require their use--student achievement scores and teacher examination scores, for instance. The pilot evaluation form for teachers in Mount Diablo Unified School District (California), reproduced on pages 51-56, does include space for an indication of the evaluative instruments to be used, including test results, observation of pupil behavior, and questionnaires filled out by children, by parents, and others.

The appraisal process. Based on the criteria for evaluation, the evaluation procedures reported by the responding school systems have been grouped by ERS into two general types. The first general type uses a predetermined list of characteristics of a teacher and his performance against which each teacher is compared. The other type of evaluation procedure utilized by the responding school systems is characterized by the setting of individual performance goals, against which each teacher will be evaluated. While the first type of procedure may also include recommendations for needed improvement, the teacher is not assessed specifically or primarily on whether he has accomplished the required improvements. The other type of procedure, called the job target, performance goal, or management by objectives approach, may also include some elements of the first type of procedure; that is, the teacher may also be rated against prescribed personal and performance characteristics.

There are a great many variations possible within the two general types of procedures reported. For instance, the requirement of a formal self-evaluation may be added to the appraisal process, thus the teacher is even more directly involved in the appraisal process, whether it is based on prescribed performance standards or job targets. Also, either type of assessment may take the form of a numerical rating as to how the teacher measures up to the performance standards or has achieved his job targets, or take the form of a narrative summary evaluation.

Table C below tabulates the number of responding systems in each enrollment stratum which utilize each type of procedure described. It

Table C

SUMMARY: TYPES OF EVALUATION PROCEDURES USED IN 110 RESPONDING SCHOOL SYSTEMS WITH 25,000 OR MORE PUPILS

Types of evaluation procedures	Number and percent of systems using each type of evaluation procedure			
	Stratum 1	Stratum 2	Stratum 3	Totals
EVALUATION AGAINST PRESCRIBED PERFORMANCE STANDARDS				
#1 The teacher is rated by his evaluator against a checklist of prescribed performance standards	17 (89.5%)	23 (59.0%)	29 (55.8%)	69 (62.7%)
#2 Same as #1 above plus self-evaluation	2 (10.5%)	4 (10.3%)	6 (11.5%)	12 (10.9%)
#3 The teacher is evaluated in a narrative statement using prescribed performance standards as a guide to assist the evaluator in preparing his evaluation statement	..	4 (10.3%)	10 (19.3%)	14 (12.7%)
#4 Same as #3 above plus self-evaluation	..	..	2 (3.8%)	2 (1.8%)
EVALUATION ACCORDING TO INDIVIDUALLY DETERMINED PERFORMANCE GOALS				
#5 The evaluator and the teacher in conference mutually determine individual job targets (performance goals) for the teacher prior to the evaluation period. The evaluator rates the teacher on the extent to which the teacher has achieved those performance goals.	..	3 (7.7%)	2 (3.8%)	5 (4.6%)
#6 Same as #5 above plus self-evaluation	..	5 (12.8%)	3 (5.8%)	8 (7.3%)
	19	39	52	110

should be noted that two of the systems tabulated as Type #1 also make use of job targets under certain circumstances. Tulsa, Oklahoma, requires a job target report only for teachers who have been rated unsatisfactory. The inclusion of evaluation by performance standards is optional on the part of the teacher in Columbus, Ohio (see evaluation form on pages 17-19). The Ft. Worth, Texas, teacher evaluation procedure tabulated as Type #3 in Table C, uses the job target approach every third year for permanent teachers, the first year a probationary teacher serves, and the first year a permanent teacher serves in a new building. All teachers who are not evaluated by the job target approach are rated on a performance standards type of form each year (see evaluation procedures and forms on pages 34 and 37-39).

While the majority of the responding school systems utilize evaluation procedures which base evaluation on a comparison of a teacher's performance against prescribed standards for all teachers (88.1 percent of the responding systems), a growing number of school systems are using the job targets approach--13 systems or 11.9 percent of the respondents in this survey, as compared with eight systems or 3.7 percent of the systems in the 1968 ERS survey on teacher evaluation procedures.

Evaluation forms. Only one of the responding systems in this survey does not use a printed evaluation form to record the results of teacher evaluations. In this system, a letter-type summary of the evaluation conference between the teacher, principal, and supervisor is prepared by the principal and placed in the teacher's file. Table D summarizes the various features found on the evaluation forms used in the 109 other systems. Additionally, it should be noted that 11 systems use separate (but similar) forms for probationary and permanent teachers, six systems have special forms to be completed for teachers who have been rated as unsatisfactory, and three school systems have developed a special form on which the teacher evaluates himself.

In the belief that readers of this Circular are interested primarily in sample evaluation forms, the greater part of this Circular is devoted to reproduction of forms and guidelines selected by ERS to illustrate the different types of procedures in use in the responding systems. It is emphasized that these forms have been reproduced not because they are recommended for adoption, but to stimulate the thinking of readers who are in the process of developing or revising evaluation forms for use in their own systems. Inquiries about the forms and procedures included herein should be addressed to the originating school system.

Table D

SUMMARY: ITEMS INCLUDED ON TEACHER EVALUATION FORMS

Items included on teacher evaluation forms	Number of systems using forms with each feature listed			
	Str. 1	Str. 2	Str. 3	Totals
Checklist of standards	16	29	35	80
Narrative statements in several areas	7	11	21	39
Summary statement	7	20	27	54
Single narrative statement	1	3	3	7
One-word rating of overall performance	6	9	9	24
Job targets	1	7	6	14
Record of conferences	2	6	12	20
Record of observations	5	12	12	29
Recommendation on further employment	8	20	26	54
Recommendations for needed improvements	6	8	9	23
Comments of reviewer(s)	5	3	3	11
Teacher's comments	6	15	15	36
Self-evaluation	2	4	1	7
Professional growth undertaken	3	4	2	9
Absenses and tardies	4	3	2	9

Because of the growing interest in the performance targets or management by objectives approach to teacher evaluation, more attention is given to a discussion of the forms which illustrate this type of approach than to those which use the more traditional performance standards approach.

Apprising the teacher of his evaluation. Most systems in the survey require that the evaluator(s) have a post-evaluation conference with the teacher to discuss the final rating. In some systems the actual evaluation form is completed during the conference as each item is discussed with the teacher. Among the 110 responding systems, it is most common to require the teacher to sign the evaluation form, whether or not he agrees with the assessment--for probationary teachers in 97 systems and for permanent teachers in 75 systems. It is usually true that the teacher also receives a copy of the evaluation form--in 84 systems for probationary teachers and in 64 for permanent teachers. A teacher is at least shown a copy of the evaluation form in 21 systems which evaluate probationary teachers and in 16 systems which evaluate permanent teachers. In one system, the teacher is informed of his evaluation only during the conference. Additionally, 43 systems reported that a teacher may examine his evaluation in his personnel file.

Only three systems do not automatically apprise teachers of their evaluations unless they are unsatisfactory. In one of these systems the teacher may request to be shown a copy of the evaluation form.

APPEAL PROCEDURES

The questionnaire asked respondents to indicate the options open to a teacher who wishes to appeal the rating given him by his evaluator. Table E reports the replies to this question. As can be seen from the table, the most common way is to appeal to the evaluator's superior; a few systems also added that the appeal could be carried through the chain of command all the way to the board of education.

The next most frequently checked option was to attach a dissenting statement to the evaluation form. This category includes systems where evaluation forms provide space for the teacher's comments and systems which provide the teacher with a certain period of time in which to submit a rebuttal to the personnel office.

The initiation of a formal grievance was indicated by 55 systems for probationary employees and 45 for permanent teachers. Several systems which checked this procedure added that this was a last resort, if all else failed. Probably this is the case in most of the responding systems checking this possibility.

MORE TO COME

It is true that none of the teacher evaluation procedures reported in this Circular can answer the objections of critics who maintain that teacher evaluation is essentially a subjective process and therefore subject to human bias and error. There have, however, been a number of promising practices developed in recent years which make teacher evaluations less of a process designed to judge the teacher and more a process designed to help the teacher help himself to improve his performance and the quality of education in his school. The performance goal ori-

Table E

SUMMARY: APPEAL PROCEDURES OPEN TO TEACHERS

Procedure	Frequency	
	Probationary	Permanent
Request conference with evaluator's superior	81	64
Attach dissenting statement to evaluation	76	59
Initiate grievance through formal grievance procedure	55	45
File dissenting statement with review board	13	10
Request rating by third party	9	5
None	3	1

ented types of evaluations allow the teacher some way of selecting the standards against which he will be evaluated. A few systems have carried the teacher's responsibility even one step further by requiring the teacher and administrator to agree on objective measures or indicators of how well the teacher has achieved his goals. (See Mt. Diablo Unified School District evaluation procedures, pages 35 and 36.) Procedures which rely on input from other than the teachers' superiors (see Colorado Springs' procedures on page 35 and those of Mt. Diablo on pages 35 and 36) are only in the experimental stage, but they do evidence new thought about how teachers should be evaluated. The Mt. Diablo and Colorado Springs approach of looking at goals or objectives from several levels (district, school, department, and personal) reflects some of the influence that has been exerted by personnel evaluation in business and industry.[a/]

A logical progression in evaluation processes would be two-way exchanges and "power network" evaluations.[b/] In two-way evaluations the evaluatee discusses with the evaluator the factors for which the evaluator is responsible that hinder the evaluatee's effective performance of his job. Unrelated aspects of the evaluator's performance may also be covered by the evaluatee in his assessment. The "power network" approach considers that an individual's performance is also affected by others with and under whom he must work. For instance, the diverting of funds from audio-visual aids to the athletic program might hinder the teacher's presentations in that planned AV aids must be compensated for. Or a directive that football players are dismissed from their afternoon classes on the day of a game could upset a teacher's lesson plans. Such evaluations, however, would have to be group evaluations on the teachers' part, because of time constraints.

Even within the procedures presented herein there is room for great variation. For instance, if a job target approach is used along with rating according to performance characteristics, the subject matter supervisor or a team of administrators (and/or peers and subordinates) might evaluate achievement of job targets while the principal rates the teacher according to performance standards, or vice versa. Or, in line with experiments in performance contracting, a percentage of the teacher's evaluation might be based, for instance, on some measurement of his students' achievement. The possibilities for future development in the field of personnel evaluation are almost unlimited.

Those interested in examining procedures for evaluating administrative and supervisory personnel, and procedures in which students, teachers, and principals evaluate their superiors, are referred to the following ERS Circulars:

Evaluating Administrative/Supervisory Personnel. ERS Circular No. 6, 1971. (60 p., $3)

The Evaluatee Evaluates the Evaluator. ERS Circular No. 5, 1970. (52 p., $1.50)

This study was designed and
written by Suzanne K. Stemnock,
Professional Assistant,
Educational Research Service

[a/] Levinson, Harry. "Management By Whose Objectives?" Harvard Business Review 48: 125-34; July-August 1970.

[b/] White, B. Frank and Barnes, Louis B. "Power Networks in the Appraisal Process." Harvard Business Review 49: 101-109; May-June 1971.

EVALUATION PROCEDURES BASED ON PRESCRIBED PERFORMANCE STANDARDS
(Evaluation Procedures #1-#4 and Evaluation Forms A-E)

In the explanations which follow, the evaluation procedures referred to are those outlined in Table C, on page 5. The forms have been selected to show the variety in approaches within one of the two general types of evaluation procedures--evaluation against prescribed performance standards.

Form A (pages 11 and 12). Form A, which is used in Brevard County, Florida, is really two forms--one to be submitted to the central office, and one to be retained in the teacher's school. The school's form is an expanded version with specifics in the five areas for evaluation listed on the central office form. The school's form, as the title states, is a checklist of suggestions for improvement of instruction. Copies of both forms, which are filled out by the teacher's principal or assistant principal, are given to the teacher.

Form B (pages 13-16). The Hampton, Virginia, form, designated as Form B, solicits much the same type of information as does the Brevard County form--a checklist of qualities of a teacher and his performance. What is unusual is that space is provided for the evaluator to list the professional growth undertaken by the teacher during the evaluation period and to record activities sponsored in his school. The form also allows for multi-year recording of evaluations, so that three years' evaluations appear on one form and progress can be more easily assessed.

Form C (pages 17-19). Representatives of the Columbus Education Association and the administration developed the evaluation form designated as Form C. Teachers in Columbus are evaluated twice each year during their three-year probationary period and annually thereafter. Each evaluation is based on a visitation and/or observation. The evaluation is completed in an appraisal conference between the teacher and his principal. As can be seen from the form, space is provided for teacher background information, a record of observations, and verification that a conference between the teacher and principal has taken place. Evaluation is based on eight areas of teacher performance, each rated according to a four-level code. The remainder of the evaluation form is optional on the part of the teacher and administrator. Prior to the conference the teacher may rate himself in the same eight areas; the teacher and principal may agree on mutually or individually-derived goals for improvement; a proposed plan of professional growth activities may be outlined; and general statements about genuine concerns may be made by the teacher and/or administrator. The committee which developed the form and procedure decided to make the goals section and the professional growth section optional since some personnel would be performing their duties at such an outstanding level of satisfaction that selection of appropriate goals for improvement would not be necessary. One copy of the completed form is given to the teacher, one is sent to the Teacher Personnel Office, and one is retained by the principal.

Form D (pages 20-31). The teacher evaluation procedures in Dayton, Ohio, which utilize the forms and guidelines designated as Form D, consist of four types of evaluation: (1) orientation critique; (2) informal assessment; (3) formal assessment; and (4) documentation. The orientation critique, which is recorded in whatever manner the principal chooses, is conducted for all teachers new to the system, within the first three weeks of school. The critique includes notification of when the critique will occur, assessment of conditions that would tend to inhibit or otherwise affect teaching performance, a general outline of the class setting and appearance, and a general outline of the class in operation. The principal uses this critique to diagnose problems and seek assistance for the new teacher.

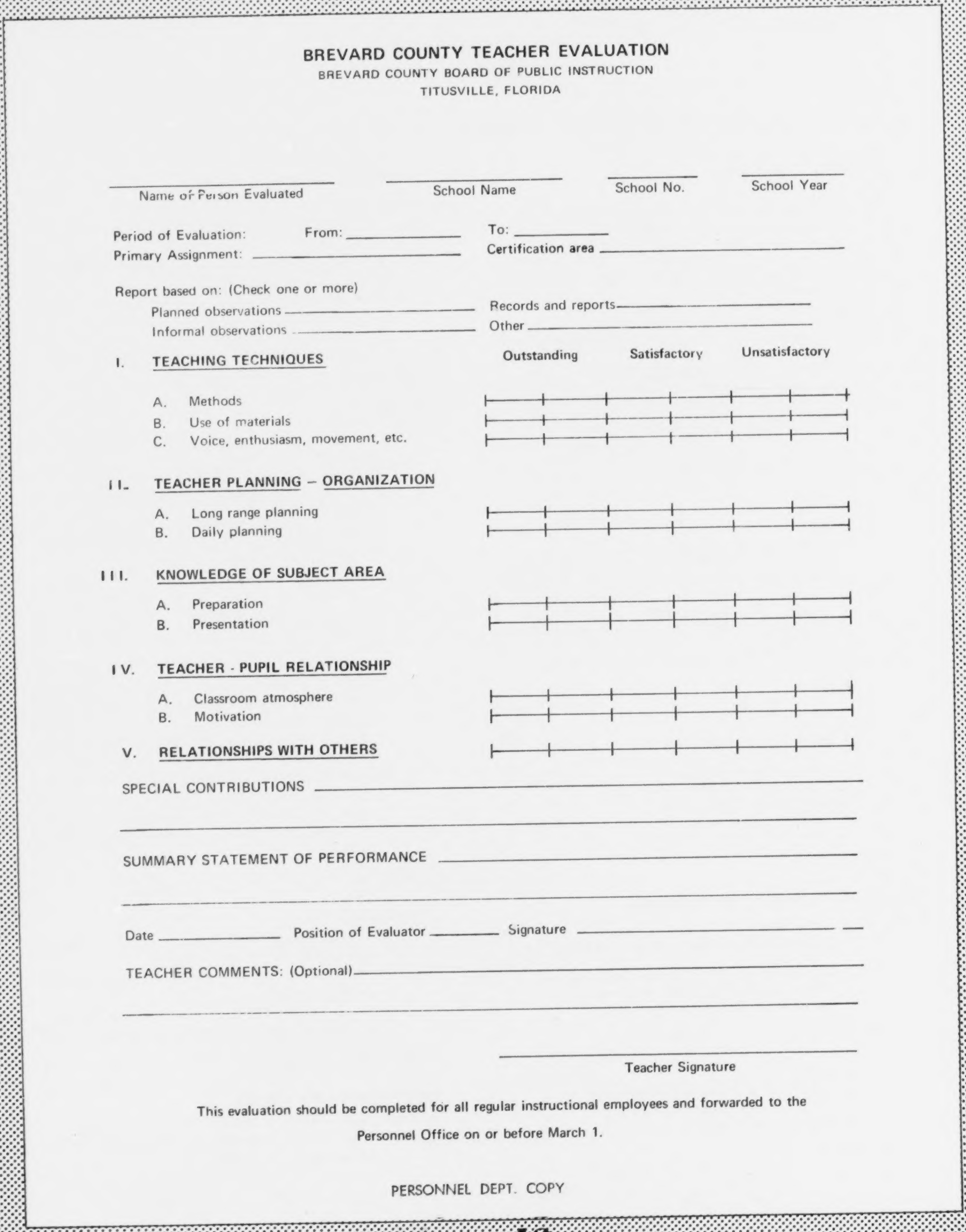
Informal assessments are conducted as needed and may use the formal assessment form, the orientation critique guidelines, a list of characteristics or behaviors established by the teacher and administrator, or any other appropriate forms. The purpose of this type of assessment is also to identify problems and provide the needed help.

The formal assessment, which is conducted according to the procedures and forms designated as Form D, is preceded by two or more formal observations and post-observation conferences, and by an agreement between the teacher and administrator of the teacher function to be included in the final evaluation session. In the final session the teacher and administrator discuss their impressions of the teacher's performance, and a synopsis is prepared for submittal to the Personnel Office, with comments identified as the teacher's or administrator's. The functions selected for assessment may be taken from the list provided (see guidelines) or may be composed by the teacher and administrator.

The final type of evaluation, documentation, is used when it becomes evident that non-reemployment or dismissal may be necessary. It consists of observations, meetings, supervisory help, and anecdotal records to document the nonrenewal or dismissal decision.

Form E (pages 32 and 33). This evaluation form, used in San Antonio, Texas, illustrates the procedure designated as Type #3 in Table C on page 5. Space is provided for the evaluator to make narrative statements in six areas, guided by the subcategories suggested on the first page of the form. While the teacher does not have an opportunity to talk about the evaluation with the administrator before he completes the form, the teacher may have his dissenting statement attached to the form. The principal and the teacher must sign both the evaluation form and the dissenting statement. Unless the teacher requests a copy, only the personnel office retains a copy of the form.

Form A



BREVARD COUNTY TEACHER EVALUATION
BREVARD COUNTY BOARD OF PUBLIC INSTRUCTION
TITUSVILLE, FLORIDA

Name of Person Evaluated ____________ School Name ____________ School No. ______ School Year ______

Period of Evaluation: From: ____________ To: ____________
Primary Assignment: ____________ Certification area ____________

Report based on: (Check one or more)
Planned observations ____________ Records and reports ____________
Informal observations ____________ Other ____________

	Outstanding	Satisfactory	Unsatisfactory
I. TEACHING TECHNIQUES			
A. Methods			
B. Use of materials			
C. Voice, enthusiasm, movement, etc.			
II. TEACHER PLANNING – ORGANIZATION			
A. Long range planning			
B. Daily planning			
III. KNOWLEDGE OF SUBJECT AREA			
A. Preparation			
B. Presentation			
IV. TEACHER - PUPIL RELATIONSHIP			
A. Classroom atmosphere			
B. Motivation			
V. RELATIONSHIPS WITH OTHERS			

SPECIAL CONTRIBUTIONS ____________

SUMMARY STATEMENT OF PERFORMANCE ____________

Date ____________ Position of Evaluator ______ Signature ____________

TEACHER COMMENTS: (Optional) ____________

____
Teacher Signature

This evaluation should be completed for all regular instructional employees and forwarded to the Personnel Office on or before March 1.

PERSONNEL DEPT. COPY

Form A

CHECK LIST OF SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION

Name of Person Evaluated ____________________

School Name ____________________

Evaluator ____________________

I. TEACHING TECHNIQUES

A. Methods

- ___ 1. Lecture less — involve students more.
- ___ 2. Pose more meaningful questions.
- ___ 3. Encourage more students to participate.
- ___ 4. Utilize students' comments.
- ___ 5. Establish purpose of day's activity and questions more/less.
- ___ 6. Summarize more effectively.
- ___ 7. Explain assignments thoroughly.
- ___ 8. Make methods of evaluation clear and purposeful.
- ___ 9. Make more efficient use of praise.
- ___ 10. Keep to the point.
- ___ 11. Encourage the students' seeking out information.
- ___ 12. Strive to be more adaptable.
- ___ 13. Direct class toward acquiring skills in ____________________
- ___ 14. Organize lectures better.

COMMENTS:

B. Materials

- ___ 1. Use textbook more/less.
- ___ 2. Use of A-V presentation would be more effective.
- ___ 3. Encourage student use of supplemental materials.
- ___ 4. Use outside educational materials more.
- ___ 5. Use student resources more.
- ___ 6. Encourage student participation in producing A-V materials.
- ___ 7. Use chalkboard/bulletin board more/less.

COMMENTS:

C. Mannerisms

- ___ 1. Move about room more/less.
- ___ 2. Use voice inflection more effectively.
- ___ 3. Increase/decrease volume.
- ___ 4. Use eye contact more effectively.
- ___ 5. Improve teaching posture.
- ___ 6. Note ____________ which is distracting.
- ___ 7. Show enthusiasm more/less.

COMMENTS:

II. TEACHER PLANNING - ORGANIZATION

A. Long range plan

- ___ 1. Participate more/less in group planning (teams, dept., etc.).
- ___ 2. Relate activity to long range planning.
- ___ 3. Relate activities to needs of student.
- ___ 4. Spend more/less time on a topic.

COMMENTS:

B. Daily Plans

- ___ 1. Use more student-teacher planning.
- ___ 2. Develop more complete plans.
- ___ 3. Develop more realistic plans.

COMMENTS:

III. KNOWLEDGE OF SUBJECT AREA

A. Preparation

- ___ 1. Keep abreast of developments in subject field, for example: ____________________
- ___ 2. Recognize the place of the subject in the total educational sequence.
- ___ 3. Keep abreast of developments in related fields, for example: ____________________
- ___ 4. Improve understanding of skills, objectives, and appreciations, associated with subject area.

COMMENTS:

B. Presentation

- ___ 1. Relate subject taught to other areas of knowledge.
- ___ 2. Adjust level of subject to level of student.
- ___ 3. Simplify and explain complex subject.
- ___ 4. Define words being used.
- ___ 5. Present a variety of views on controversial or theoretical topics.

COMMENTS:

IV. TEACHER - PUPIL RELATIONSHIPS

A. Classroom atmosphere

- ___ 1. Accept the comments, ideas, and other contributions of others.
- ___ 2. Clarify, build, and develop, the ideas or suggestions of others.
- ___ 3. Provide differentiated activities and assignments to meet the needs and abilities of students.
- ___ 4. Look for cause of behavior and use appropriate guidance techniques.
- ___ 5. Treat all types of behavior justly and impartially.
- ___ 6. Encourage individual leadership and responsibility.

COMMENTS:

B. Motivation

- ___ 1. Induce adequate achievement with a minimum of tension.
- ___ 2. Work toward developing mutual respect between pupils and teacher.
- ___ 3. Relate activities to pupil interests, previous experience, immediate and future goals.

COMMENTS:

V. RELATIONSHIP WITH OTHERS

A. Work more effectively with ____________________
(e.g. parents, teachers, administration, other school staff, community)

SCHOOL'S COPY

HAMPTON CITY SCHOOLS

GUIDE FOR TEACHER EVALUATION

TEACHER ______ DEGREE(S) ______ MAJOR ______ MINOR ______
GRADE / SUBJECT ______
SCHOOL ______ YEARS EXPERIENCE ______ 1ST EVALUATION ______ 2ND EVALUATION ______ 3RD EVALUATION
EVALUATOR ______

PROFESSIONAL GROWTH (To complete for the current year) List courses taken, offices held, conferences attended, travel for college credit, supervising student teaching, professional organizations, etc., which have contributed to professional growth.

(YEAR)	(YEAR)	(YEAR)

ACTIVITIES SPONSORED (To complete for current year): List all school activities the teacher has sponsored.

(YEAR)	(YEAR)	(YEAR)

TEACHER EVALUATION FOR THE CITY OF HAMPTON SCHOOLS

Teacher evaluation is a cooperative and continuing program intended to improve instructional quality. Teachers, evaluators, and principals work together by reviewing teachers' general and specific responsibilities, by examining teaching conditions, by determining whether or not teachers meet their individual responsibilities satisfactorily, and by deciding on changes needed in these areas.

To provide for mutual understanding between teachers and administrators, the evaluation program must indicate clearly the goals towards which teachers should work.

EVALUATION PROCEDURES

A. Teachers will receive copies of the Guide for Teacher Evaluation at the beginning of employment, thus placing before teachers the desired objectives and providing opportunity for self-evaluation. This procedure, fair to teachers and fostering good relationships between evaluators and teachers, will stimulate teachers toward excellence.

B. Principals will encourage teachers to evaluate themselves, presenting them with evaluation forms to be completed and returned when requested.

C. The principal is the official evaluator and will rate teachers on the basis of objective evidence obtained through observation by supervisors, department chairmen, assistant principals and the principal himself. During the tenure probationary period, evaluators should visit all teachers in their classrooms not fewer than two times per semester. At least two follow-up observations should occur during each succeeding year; however, additional observations and help are recommended for teachers experiencing difficulty. When possible, two or more competent persons will observe and rate teachers independently. Such procedures should be followed for validation of the annual evaluation.

D. Evaluators will qualify their ratings in terms of teachers' opportunity to perform. They should, for example, consider such limiting factors as environment, grouping, and class enrollment.

E. Conferences should be arranged with principals and teachers—especially for teachers rated "unsatisfactory." Evaluators should cite concrete examples clarifying or justifying their ratings. These conferences should be so conducted as to generate meaningful exchange of ideas and should occur as soon after the observation as time and other commitments permit, preferably on the same day as the observations occur.

F. This evaluation form will be a synthesis of classroom observations made during the school year.

G. This final evaluation will be reviewed by the principal with the teacher. After the review, the teacher will sign the evaluation form. The teacher's signature only acknowledges that these procedures have been followed.

SBO FORM 301 (AUG 69) (REPLACES SBO FORM 3)

I. PERSONAL QUALITIES

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

A. Appearance

Outstanding — Properly groomed at all times.

Satisfactory — Acceptable personal appearance.

Unsatisfactory — Disregards appropriate standards of dress.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

B. Temperament

Outstanding — Exhibits great self-confidence and inspires confidence in daily contacts. Well-poised.

Satisfactory — Usually at ease in the classroom. Handles situations with patience and calmness.

Unsatisfactory — Usually impatient, high strung, often irritable.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

C. Dependability

Outstanding — Gives exceptional attention to duties assigned. Goes beyond duties which are explicitly defined. Uses initiative in getting things done.

Satisfactory — Shows a strong sense of dependability. Completes all assignments in accordance with time limits. Strives for accuracy.

Unsatisfactory — Seldom gets items required by the office turned in promptly. Often fails to do duties assigned. Lacks initiative.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

D. Tactfulness

Outstanding — Exhibits unusual diplomacy and perception with pupils and adults.

Satisfactory — Uses discretion in handling confidential information and difficult situations.

Unsatisfactory — Uses little discretion in relations with professional personnel, pupils and/or parents. Needs help in human relations.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

E. Attitude Toward Constructive Criticism

Outstanding — Acts professionally on all suggestions.

Satisfactory — Accepts suggestions and is willing to try them. Often gets results that are good.

Unsatisfactory — Resents and ignores criticisms.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

F. Cooperation

Outstanding — Actively seeks to promote cooperation on all occasions. Evidences the ability to work very effectively with student or teacher groups.

Satisfactory — Makes efforts to cooperate most of the time. Can be depended upon.

Unsatisfactory — Manifests a negative viewpoint towards many things that require the cooperation of all in order to accomplish desired results. Often fails to cooperate with fellow teachers and administration.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

G. Health

Outstanding — Appears vigorous and energetic.

Satisfactory — Shows the stamina to meet the daily obligations of school life.

Unsatisfactory — Seems to lack the stamina to meet the daily obligations of school life.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

H. Attendance and Punctuality

Outstanding — Never late or absent.

Satisfactory — Regular in attendance and punctual for assignments.

Unsatisfactory — Irregular in attendance and/or frequently late for assignments.

Comments: ______________________________

2. PROFESSIONAL QUALITIES

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

A. Enthusiasm

Outstanding — Naturally enthusiastic and tries to show this in his work. Student response is excellent.

Satisfactory — Usually creates the kind of atmosphere that indicates enthusiasm in his work.

Unsatisfactory — Little enthusiasm and interest shown in motivating students.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

B. Judgment

Outstanding — Exhibits wise judgment in choices, planning and carrying out plans with pupils and teaching staff.

Satisfactory — Usually makes wise choices and decisions. Judgment is good in most cases.

Unsatisfactory — Lacks ability to use sound reasoning in making choices or decisions.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

C. Loyalty to School System

Outstanding — Actively seeks to help others develop a greater loyalty to the school and the school system. Works with an interest to better the school. Is fair and constructive in any criticism.

Satisfactory — Supports the school in words and in deeds. Exhibits confidence in his fellow teachers and the administration.

Unsatisfactory — Joins in and/or initiates criticism of the school and other personnel. Does not defend the school against unjust criticism.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

D. Professional Ethics

Outstanding — Conduct above reproach. Sets the example for youth through exemplary conduct.

Satisfactory — Exhibits standards of conduct that indicate a definite pride in the teaching profession. Conduct tends to have a positive influence on youth.

Unsatisfactory — Makes remarks or acts in such a way as to be a poor representative of the teaching profession. Has some inconsistencies in conduct that confuse students and set a poor example for youth.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

E. Rapport with Students

Outstanding — Has respect and understanding for all pupils and is considerate of pupil needs. Pupils readily follow the teacher's leadership.

Satisfactory — Good understanding exists between teacher and pupils. Pupils generally react favorably to teacher's leadership.

Unsatisfactory — Often embarrasses students through use of ridicule, sarcasm and other actions which may cause negative reaction. Seeks pupil approval rather than respect.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

F. Rapport with Parents

Outstanding — Excellent relationship between parents and teacher. Evidence of ability to work with parents in reaching solutions to problems.

Satisfactory — Evidence of a good understanding between parents and teachers in most cases. Willing to listen to parents' expressions and concern about students.

Unsatisfactory — Always on the defensive when dealing with parents. Exhibits little regard for a parent's concern for his child's progress.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

G. Rapport with Staff

Outstanding — Works cooperatively with school staff, and recognizes and appreciates the good work of his associates.

Satisfactory — Usually can establish and maintain good rapport with the professional staff. Tries to see both sides of the picture.

Unsatisfactory — Often at odds with fellow faculty members. May be defensive in dealing with faculty members and administrative staff.

Comments: ______________________________

Form B

3. TEACHING PERFORMANCE AND CLASSROOM MANAGEMENT

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

A. Mastery of Subject Matter

Outstanding — Has excellent background and uses his initiative to keep ahead in his field. Succeeds in making subject matter vital and meaningful.

Satisfactory — Shows evidence of good subject matter background. Uses textbook and related materials as sources of information.

Unsatisfactory — Has inadequate subject matter background and/or shows no initiative in improving through further study.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

B. Teaching Techniques

Outstanding — Adapts techniques and materials to varied abilities of pupils. Innovative in teaching approaches.

Satisfactory — Usually makes effective choices of learning experiences and techniques in terms of goals sought.

Unsatisfactory — Does not keep up to date as to teaching methods and tools, nor does he create the best atmosphere in which to work. Is unskilled in use of techniques.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

C. Command of English Language

Outstanding — Excellent usage in both oral and written language. Excellent communicative skill with students and adults.

Satisfactory — Expresses himself clearly and makes clear explanations to class.

Unsatisfactory — Needs to express himself more clearly and should develop his communicative skills to a greater extent. Makes many errors in spoken or written English.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

D. Classroom Organization and Appearance

Outstanding — Classroom routine is organized well. Time and effort used to best advantage. Accurate and meaningful records kept. Pupils and teacher work cooperatively to make the classroom the best learning environment possible.

Satisfactory — Good classroom procedures and routine are usually evident. Appearance of classroom is conducive to learning.

Unsatisfactory — Seems unaware of classroom arrangement as cause for disorder or failure to secure interest. Needs much help in organizing, managing and guiding pupils. Fails to secure pupil's help in house keeping jobs.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

4. OUT-OF-CLASS RESPONSIBILITIES

Outstanding — Volunteers to give out-of-class aid to pupils who need make-up work or extra time in instruction and other related activities.

Satisfactory — Participates when assigned out-of-class responsibilities. Assists pupils in instructional needs.

Unsatisfactory — Refuses to assume out-of-class responsibilities.

Comments: ______________________________

Year	Outstanding	Satisfactory	Unsatisfactory
______	☐	☐	☐
______	☐	☐	☐
______	☐	☐	☐

5. REPORTS AND RECORDS

Outstanding — Always punctual with reports and/or records. Does them accurately and neatly.

Satisfactory — Usually punctual with reports and/or records. For the most part they are accurate and neatly done.

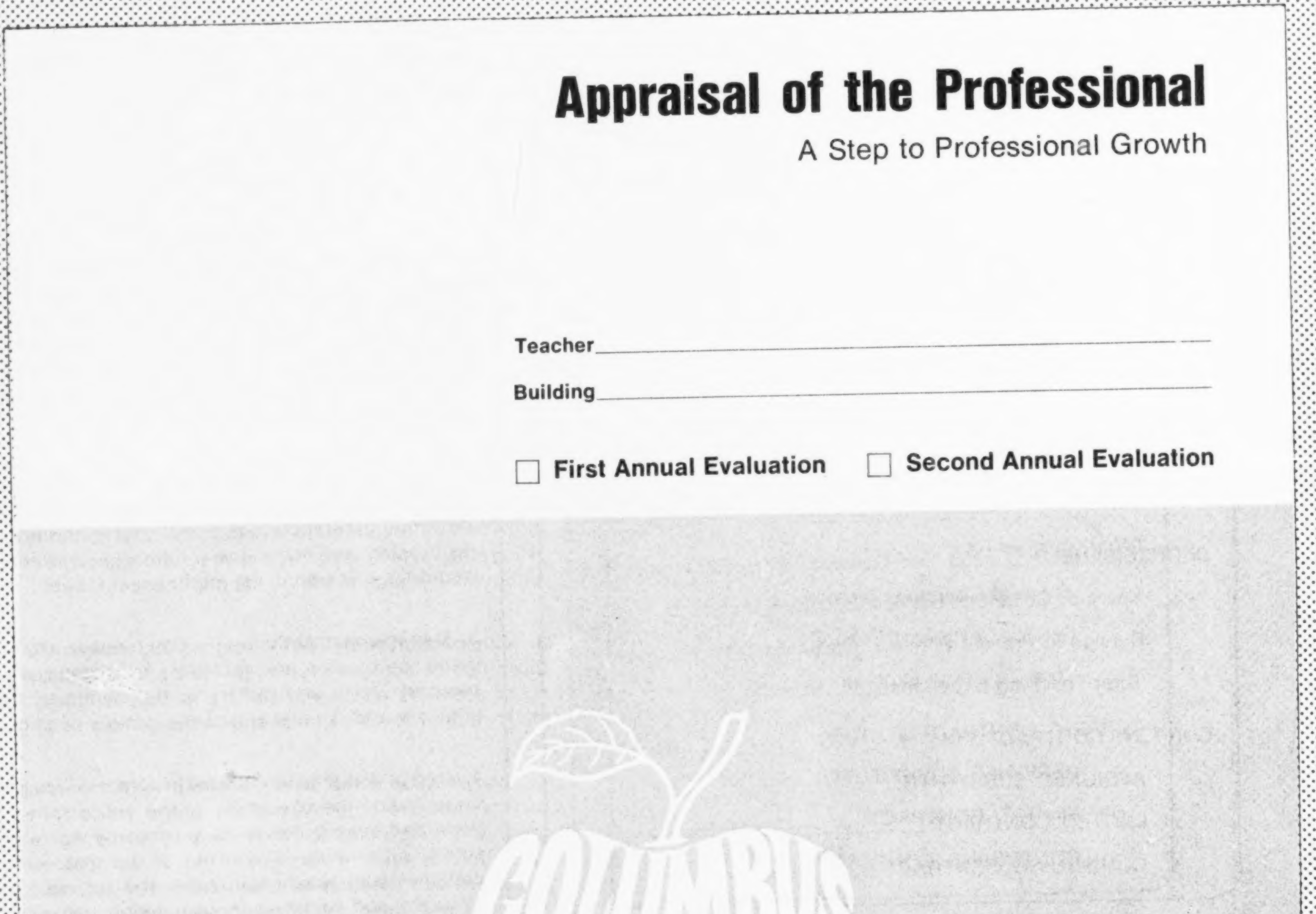
Unsatisfactory — Seldom punctual with reports and/or records. There are frequent errors and the organization poor.

Comments: ______________________________

The teacher's signature only acknowledges that the principal has reviewed the teacher's final evaluation with the teacher.

(DATE)	(PRINCIPAL'S SIGNATURE)	(TEACHER'S SIGNATURE)
(DATE)	(PRINCIPAL'S SIGNATURE)	(TEACHER'S SIGNATURE)
(DATE)	(PRINCIPAL'S SIGNATURE)	(TEACHER'S SIGNATURE)

Form C



Appraisal of the Professional

A Step to Professional Growth

Teacher____

Building____

☐ **First Annual Evaluation** ☐ **Second Annual Evaluation**

COLUMBUS PUBLIC SCHOOLS

COLUMBUS, OHIO

This form is to be used by the building administrator to record his appraisal of the teacher and to serve as the basis for the administrator-teacher conference. One copy is to be retained by the teacher, one by the principal, and one sent to the Teacher Personnel Office.

Form C

☐ First Annual Evaluation ☐ Second Annual Evaluation

TEACHER ______________________________
Last First Middle Initial

BUILDING ______________________________

GRADE/ SUBJECT/ POSITION ______________________________

MAJOR FIELD OF STUDY ______________________________

AREAS OF CERTIFICATION ______________________________

______________ ______________

DEGREE(S) HELD ________ ________ ________

Years of Columbus Service ________

Service in Present School ________

Total Teaching Experience ________

CURRENT CONTRACT STATUS:

ASSIGNED SUBSTITUTE ________

LIMITED CONTRACT ________

CONTINUING CONTRACT ________

Complete for teachers with classroom assignments

CLASSROOM VISITATIONS THIS SCHOOL YEAR:

DATES ______________ ______________

______________ ______________

______________ ______________

Teacher's signature below indicates that the conference has been held, and that the teacher has seen, but does not necessarily concur, with this report.

Date of conference

Teacher's signature

Evaluator's signature, title

CODE FOR USE WITH EVALUATION

O = Outstanding
S = Successful
U = Unsuccessful
N = Not Applicable

1. **Teaching Performance** — This teacher provides learning opportunities for all students through planning, stimulating activities, and frequent evaluation. He develops a flexible methodology that is based on sound learning theory and prevailing conditions. He creates and maintains the appropriate intellectual and emotional climate for learning.

2. **Pupil Relations** — This teacher applies sound principles of pupil growth and development. He respects individual differences. He is reasonable and impartial. He creates and maintains a democratic atmosphere within his classroom, yet merits pupil respect.

3. **Management Activities** — This teacher makes efficient use of time and facilities. He organizes classroom activities and materials. He maintains student interests and is able to manage groups of pupils.

4. **Overall Value to the School Program**—This teacher understands the objectives of the entire school program and contributes to its success by assuming responsibilities both in and out of the classroom. He complies with reasonable rules and requests and is accurate and punctual in completing necessary reports and records. He is a positive influence toward building the school into an increasingly effective educational unit.

5. **Personal Characteristics** — This teacher is concerned with the effect of his total person on his pupils, the school, and community.

6. **Staff Relations** — This teacher relates and organizes his responsibilities in cooperation with those of others. He is a positive influence on the morale and well-being of the staff.

7. **Parent-Community Relations**—This teacher strives to interpret the school's objectives, program, and policies to parents and the community. He contributes to the success of community organizations serving the needs of the school.

8. **Professional Growth** — This teacher constantly seeks to improve his performance through study and experimentation. He adheres to a professional code of ethics.

*The teacher has the option of evaluating his performance in each of the eight categories.

Form C

Teacher* (optional)	Evaluator
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

GOALS FOR PROFESSIONAL IMPROVEMENT (OPTIONAL)

Either or both parties should identify one or more goals for professional improvement in the spaces provided:

GOAL DESCRIPTION — SELECTED BY

1. ______________________________ Teacher ______
______________________________ Evaluator ______
____

2. ______________________________ Teacher ______
______________________________ Evaluator ______
____

PROPOSED PROFESSIONAL GROWTH ACTIVITIES (OPTIONAL)

Date completed

COLLEGE OR UNIVERSITY COURSE(S) ______________________________ ______

PROFESSIONAL GROWTH COURSE(S) ______________________________ ______

ASSISTANCE OF STAFF MEMBER(S) ______________________________ ______

____ PRINCIPAL ____ INSTRUCTION COORDINATOR
____ ASSISTANT PRINCIPAL ____ DEPARTMENT CHAIRMAN

OTHER ______________________________
____

GENERAL STATEMENTS (OPTIONAL)

Teacher	Evaluator

Principal's Copy

Form D

DAYTON PUBLIC SCHOOLS

Teacher ______________________ School ______________

Grade or Subject ______________________ School Year ______________

COOPERATIVE ASSESSMENT OF TEACHING PERFORMANCE

Instructions

Each principal and each of his teachers whose performance is to be appraised shall jointly identify the teacher functions to be assessed or they may be selected by alternating individual choices of the principal and the teacher. Not all functions under each of the Six Teaching Roles are applicable to all teachers, but selections as follows will be made for each appraisal:

Two functions from Director of Learning
Two functions from Counselor and Guidance Worker
One function from Mediator of the Culture
One function from Link with the Community
One function from Member of the Staff
One function from Member of the Profession

Other teacher functions appropriate to any of the Six Teaching Roles may be phrased and assessed by the appraiser and the teacher.

Teachers in their first or second year with the Dayton Public Schools shall meet with their principals within the first sixty days of each semester to jointly identify teacher functions to be evaluated and write them on an assessment form.

Formal evaluations conducted for other reasons will be jointly planned between the principal and the teacher.

Observations shall be at least two in number and of at least thirty minutes duration. The first classroom observation must be followed by a personal discussion between the teacher and those persons making the observation, as soon as possible but within one week. At least one observation must be made within ten days prior to the compiling of the formal evaluation.

At the concluding session, the teacher and the appraiser will have individually completed evaluation forms. After discussion, a composite evaluation form will be completed and sent to the Personnel Department. A copy should be retained in the school.

The teacher's signature does not necessarily indicate agreement, but simply that he has read the report and has had the opportunity to review it with the appraiser.

Cooperative appraisal completed ______________ ______________________
Date Teacher's Signature

______________ ______________________
Date Appraiser's Signature

Form D

SIX TEACHING ROLES

ROLE I - The Director of Learning

Function I - Adapts the principles of child growth and development with emphasis on social behavior.

a. Helps individuals acquire the skills of effective group membership.

b. Works closely with specialists, parents and community agencies in the solution of learning problems.

Function 2 - Plans learning activities in accordance with individual differences.

a. Articulates goals in performance terms.

b. Plans classroom activities and selects instructional materials appropriate to the achievement of goals articulated.

c. Plans for evaluation of pupil performance.

Function 3 - Demonstrates effective instructional procedures.

a. Uses a variety of classroom activities and materials towards the achievement of articulated goals.

b. Provides numerous and varied opportunities for individual and group expression in creative fields.

c. Makes differentiated assignments to meet needs and abilities of individual pupils.

d. Assists pupils in making application of his experience to many situations.

e. Develops objectives for large units of study, daily class work and special activities in cooperation with pupils.

f. Uses a variety of instruments and techniques for evaluation and keeping pupils informed of their progress.

Function 4 - Utilizes adequate evaluation procedures.

a. Employs varied teaching techniques including the use of pre-test for purposes of determining instructional levels.

b. Uses a variety of devices and procedures

c. Organizes and summarizes data for meaningful interpretation.

d. Reports to parents in terms of growth in knowledge, skills, attitudes and social behavior.

e. Uses evaluative evidence to improve teaching-learning experiences.

f. Leads the learner to assume an important role in the evaluation of his own growth and development.

Function 5 - Maintains an effective balance of freedom and security in the classroom.

a. Shows respect for students.

b. Emphasizes adherence to standards of conduct cooperatively determined.

c. Provides opportunities for pupils to develop qualities of leadership and self-direction.

d. Plans management of classroom routine as a worthwhile learning experience for pupils.

ROLE 2 - Counselor and Guidance Worker

Function 1 - Utilizes effective procedures for collecting information about pupils.

a. Makes effective use of informal procedures.

b. Utilizes standardized tests effectively.

c. Is skillful in constructing and using informal tests and sociometric devices.

d. Provides pupils and parents with adequate reports.

Function 2 - Uses diagnostic and remedial procedures effectively.

a. Identifies learning difficulties.

b. Knows common diagnostic and achievement tests in his own and related fields.

c. Administars and interprets diagnostic and achievement tests.

d. Selects appropriate remedial materials for instruction in relation to pupil's level of achievement.

e. Reveals ability to work correctively with the pupil at the level of his abilities, achievements and interests at a given time.

f. Prepares and uses accurate and adequate records.

Function 3 - Helps the pupil to understand himself.

a. Assists pupils in self-evaluation by helping them to understand their own abilities and limitations.

b. Assists pupils in defining realistic goals.

c. Directs pupils to sources of information on vocational opportunities and careers.

Function 4 - Works effectively with specialized counseling services.

a. Recognizes serious problem cases.

b. Refers serious cases to the specialist with adequate background information.

ROLE 3 - Mediator of the Culture

Function 1 - Draws on his scholarly background to enrich cultural growth of pupils.

a. Directs individuals and groups to appropriate life applications of classroom learning.

b. Relates his field of preparation to the solution of economic, scientific, ethical and other pertinent problems.

c. Reveals the wide significance of his own and other pertinent fields of preparation.

d. Develops an understanding of the interrelationships among the disciplines.

Function 2 - Designs classroom activities to develop pupil ability and motivation for:

a. Recognizing and identifying key social problems.

b. Understanding the interrelationships of these problems and defining the issues inherent therein.

c. Finding solutions to current social problems.

Function 3 - Directs pupils in learning to use those materials from which they will continue to learn after leaving school.

a. Teaches pupils to locate information on current problems.

b. Utilizes effective activities to develop pupil skill in using such materials in analyzing current problems.

Function 4 - Develops pupil attitudes and skills necessary for effective participation in a changing democratic society.

a. Uses democratic techniques and skills in teaching.

b. Provides for the use of democratic attitudes and skills by the pupils in the classrooms, through:

1. The development of effective discussion practices.

2. Guidance in effective committee and other group participation.

Function 5 - Helps students acquire the values realized as ideals of democracy, such as:

- a. Mutual respect.
- b. Willingness and ability to cooperate in the solution of problems.
- c. Willingness and ability to use intelligence in problem solving.
- d. Establishment of goals and standards for effective living in our culture.

ROLE 4 - Link with the Community

Function 1 - Utilizes available educational resources of the community in classroom procedures.

- a. Invites parents and other adults to share hobbies, talents and experiences with students, if and when applicable.
- b. Utilizes field trips to draw on community resources, if and when applicable.
- c. Interprets community to pupils through his own field and incidental activities.
- d. Reveals to the public the significance of the school program through pupil activities in classroom, school and community projects.
- e. Initiates students into community responsibilities appropriate to their age level.

Function 2 - Secures cooperation of parents in school activities.

- a. Encourages parents to visit regular classes and special events.
- b. Conducts individual and group parent conferences with increasing skill.

Function 3 - Assists lay groups in understanding modern education.

- a. Keeps parents and the public informed of school activities through bulletins, class letters and newspaper articles.
- b. Initiates opportunities to discuss educational problems and accomplishments with community acquaintances.
- c. Accepts invitations to speak upon educational subjects.
- d. Communicates effectively with the public, as well as with members of the profession.

Function 4 - Participates in the definition and solution of community problems relating to education.

a. Contributes to service in the community.

b. Draws upon reliable community sources for information and assistance.

ROLE 5 - Member of the Staff

Function 1 - Contributes to the definition of the overall aims of the school.

a. Works effectively with professional staff members and representatives of the public to define school aims.

b. Interprets the relationship of school program and activities to the stated aims.

c. Articulates his classroom objectives to those of the school.

Function 2 - Contributes to the development of a school program to achieve its objectives.

a. Participates effectively in curriculum development; that is, utilizes effective procedures in developing programs for the school and/or the school system.

b. Demonstrates familiarity with current curriculum projects and patterns.

c. Articulates his classroom programs to the school curriculum.

Function 3 - Contributes to the effectiveness of overall school activities.

a. Participates in planning and guidance of student activities.

b. Assumes appropriate administrative responsibility for operation of the schools as a whole.

Function 4 - Cooperates effectively in the evaluation of the school program.

a. Assists in defining school aims in terms suitable for evaluation.

b. Participates in collection of relevant evidence.

c. Interprets the evidence to indicate needed revisions in programs and aims.

ROLE 6 - A Member of the Profession

Function 1 - Demonstrates an appreciation of the social importance of the profession.

a. Renders appropriate service beyond that for which he has contracted.

b. Contributes to the honor and prestige of the profession by his personal conduct.

c. Actively seeks to upgrade professional standards through selective recruitment and retention programs.

d. Interprets to others the goals and practices of the profession.

Function 2 - Contributes to the development of professional standards.

a. Adheres to the accepted code of ethics.

b. Helps to enforce the code of ethics in upgrading standards of professional behavior.

c. Supports an adequate system of certification and accreditation.

d. Helps improve pre-service and in-service programs of preparation.

Function 3 - Contributes to the profession through its organizations.

Function 4 - Takes a personal responsibility for his own professional growth.

a. Develops and tests classroom procedures.

b. Keeps informed on current trends, tendencies and practices in his field by the use of professional literature.

c. Participates in conferences, workshops, etc.

d. Solicits and utilizes feedback from pupils and parents for self-evaluation.

Function 5 - Acts on a systematic philosophy, critically adopted and consistently applied.

a. Expresses a systematic philosophy of education held with a personal conviction.

b. Identifies and clarifies the philosophical assumptions underlying various and conflicting policies for his work in the six roles of professional practice.

c. Utilizes his philosophical views in making consistent choices of educational policies and practices.

ROLE I - Director of Learning

Teacher function (select one):

Strengths observed by appraiser:

____

____

____

Competencies needing attention as seen by appraiser:

____

____

____

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

Teacher function (select one):

Strengths observed by appraiser:

____

____

____

Competencies needing attention as seen by appraiser:

____

____

____

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

Form D

ROLE 2 - Counselor and Guidance Worker
Teacher function (select one):
Strengths observed by appraiser:

Competencies needing attention as seen by appraiser:

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

Teacher function (select one):
Strengths observed by appraiser:

Competencies needing attention as seen by appraiser:

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

ROLE 3 - Mediator of the Culture
Teacher function (select one):
Strengths observed by appraiser:

Competencies needing attention as seen by appraiser:

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

ROLE 4 - Link with the Community
Teacher function (select one):
Strengths observed by appraiser:

Competencies needing attention as seen by appraiser:

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

Form D

ROLE 5 - Member of the Staff
Teacher function (select one):
Strengths observed by appraiser:

Competencies needing attention as seen by appraiser:

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

ROLE 6 - Member of the Profession
Teacher function (select one):
Strengths observed by appraiser:

Competencies needing attention as seen by appraiser:

Appraiser's/Teacher's evaluation:

Suggested program of improvement:

Form D

OPTIONAL INFORMATION FROM TEACHER

Please list the activities in which you are or have been engaged this year, noting any special function you may have.

I. Work on city-wide committees ______________________________

____

____

II. Services rendered to the school this year (List) ______________

____

____

III. In-service growth activities ______________________________

____

____

IV. In what activities have you been engaged, other than the foregoing, which you feel have contributed to your effectiveness in teaching? (Include any you wish: home, community, travel, private study, etc.) ______________________

____

____

____

V. In the space provided or on another sheet of paper, please describe:

1. The help which you have received this year and which you found to be valuable.

____

____

____

2. Additional help which you feel would be most likely to improve the quality of your teaching.

____

____

____

3. Comments: ____

____

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
1970-71 EVALUATION PROCEDURE

The evaluation form was revised in 1969 to provide a statement form rather than a check sheet form. We will use the form for 1970-71. A second evaluation report, using this form, is deemed desirable for comparison purposes. The narrative report should enable a principal to get to specifics in pointing out strengths and needed improvements. A conference with the teacher at the time the report is signed is indicated. Teachers should be advised soon as to procedure and should see (in the near future) the form to be used.

The evaluation reports should be submitted on Continuing Contract teachers by June 4, 1971, unless it has earlier been determined that a Continuing Contract teacher is to be notified that contract termination procedure will be initiated. Reports on recommended termination cases will be due by March 12, 1971. The established grievance procedure will govern these cases. Reports on teachers on Probationary and/or Conditional Contracts will be due March 12, 1971. The forms should be kept confidential. All evaluation reports are to be sent to the Personnel Office.

One evaluation form will be filled out - that copy to be signed by the teacher and principal. Principals will submit the evaluation on all teachers and administrators assigned to the school, including individuals assigned for administrative purposes. Other principals involved and area coordinators should be consulted. A copy will not be retained at the school. The teacher response, if any, will be indicated and attached to the evaluation report. (Responses will be brought to the attention of the appropriate deputy.) The teacher response will be signed by the teacher and the principal and sent to the Personnel Office. The teacher may request and get a copy of the evaluation and response at conference and signature time - or at a later date by contacting the Personnel Office.

The files in the Personnel Office will be available only to the superintendent and individuals designated by him. Employees in the Personnel Office will be advised as to appropriate steps in handling the reports.

The principal is to comment briefly on each of the six broad categories listed, giving consideration to the suggested sub-categories. Sections 1-5 require description or objective reporting. Sections 6 and 7 then bring out the evaluation. The factors listed below are pertinent to the numbered sections of the evaluation form.

1. CLASSROOM MANAGEMENT
   a. Organization
   b. Discipline
   c. Initiative - resourcefulness
   d. Lesson plans
   e. Equipment and its use
   f. Appearance and condition of room

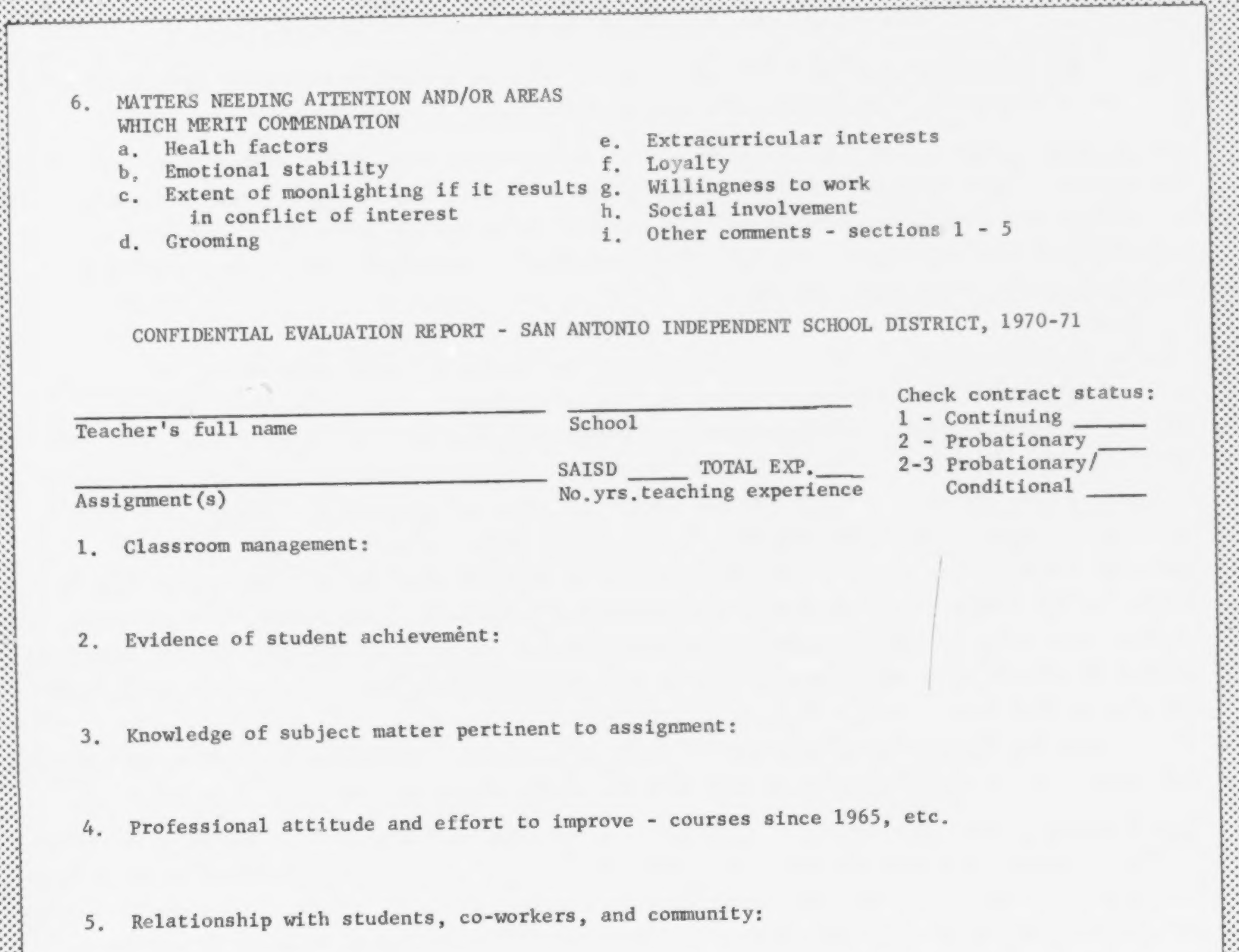
2. STUDENT ACHIEVEMENT
   a. Motivation
   b. Challenge
   c. Attitudes
   d. Measurable results
   e. Student work samples
   f. Grade distribution
   g. Student participation
   h. Accomplishment of behavioral objectives

3. KNOWLEDGE OF SUBJECT MATTER
   a. Dimension of presentation
   b. Academic preparation
   c. Use of supplemental material
   d. Current material and presentation

4. PROFESSIONAL ATTITUDES
   a. College courses since 1965
   b. Certified in-service work since 1965
   c. Professional organizations
   d. Attitude toward assignment
   e. Punctuality
   f. Professional ethics
   g. Accuracy of reports
   h. Demonstration of enthusiasm

5. RELATIONSHIP WITH STUDENTS, FACULTY AND COMMUNITY
   a. Student - teacher rapport
   b. Compassion
   c. Motivation of students
   d. Cooperation with staff and faculty
   e. Public image and relations
   f. Judgment
   g. Self-control and poise
   h. Leadership ability
   i. Dependability
   j. Appearance, voice and manner
   k. Industriousness
   l. Parent and co-worker relationship

Form E



6. MATTERS NEEDING ATTENTION AND/OR AREAS WHICH MERIT COMMENDATION
   - a. Health factors
   - b. Emotional stability
   - c. Extent of moonlighting if it results in conflict of interest
   - d. Grooming
   - e. Extracurricular interests
   - f. Loyalty
   - g. Willingness to work
   - h. Social involvement
   - i. Other comments - sections 1 - 5

CONFIDENTIAL EVALUATION REPORT - SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, 1970-71

Teacher's full name ____________________

School ____________________

Check contract status:
1 - Continuing ______
2 - Probationary ____
2-3 Probationary/ Conditional _____

Assignment(s) ____________________

SAISD _____ TOTAL EXP.____
No.yrs.teaching experience

1. Classroom management:

2. Evidence of student achievement:

3. Knowledge of subject matter pertinent to assignment:

4. Professional attitude and effort to improve - courses since 1965, etc.

5. Relationship with students, co-workers, and community:

6. Matters needing attention and/or areas which merit commendation:

7. Comparative rating: The work of this individual is best described as ______________
Use one of these terms: superior, excellent, good, acceptable, or unsatisfactory.
Is response attached? Yes _____ No _____

(Teacher) Signature and date ____________________

(Principal) Signature and date ____________________

Date ____________________

Date ____________________

EVALUATION PROCEDURES WHICH UTILIZE A PERFORMANCE GOALS (MANAGEMENT BY OBJECTIVES) APPROACH
(Evaluation Procedures #5 and #6 and Evaluation Forms F-I)

All the forms and procedures included in this section correspond to Evaluation Procedures #5 and #6 in Table C, on page 5--evaluation according to individually determined performance goals.

Form F (pages 37-39). The three forms designated as F are all used in Fort Worth, Texas. The first two are part of the "complete evaluation process" which is conducted for each first-year teacher, each teacher new to a school, every third year for teachers on continuing contracts, or whenever teachers or their evaluators so request. For all other teachers, only the third form "Teacher Evaluation Record" (page 39) is prepared each year.

When the complete evaluation process is conducted, it begins early in the school year with a conference between the teacher and principal, to which the teacher brings a personnel record form on which he has outlined his assignment, training, and professional growth activities. During the conference the teacher and principal complete the "Cooperative Evaluation Conference Form" (page 37) which calls for statements on the teacher's strengths, goals for improvement, and action to achieve the goals in three areas. Between this conference and the final evaluation conference the teacher and principal confer informally from time to time on the teacher's progress toward his goals. In February the second formal evaluation conference is held, at which time the personnel record form is updated, and the "Cooperative Evaluation Conference Form" is reviewed. The "Cooperative Evaluation Summary" form (page 38) is then completed cooperatively by the teacher and administrator, indicating efforts to achieve goals and degree of success in goal achievement; goals for the next school year may also be indicated.

If only the "Teacher Evaluation Record" is used, it is also prepared in February by the principal, after which a conference must be held with the teacher to discuss the form.

Form G (pages 40-45). The evaluation procedures for teachers in DeKalb County, Georgia, include input from sources other than principal-conducted observations. Observations may be conducted by the principal, assistant principal, department heads, and supervisors, and recorded (see pages 40 and 41) for consideration in the final evaluation. An in-basket approach is used to gather data relevant to an assessment of the teacher's performance. A file for each teacher is maintained in the principal's office. Contributions to the file may be made by the teacher, as well as those who conduct observations and prepare appraisals. Items to be placed in the file may consist of information concerning a teacher's participation on faculty committees, systemwide educational committees, work in professional organizations, services rendered to community organizations, summaries of conferences with the teacher, etc. Items attesting to superior as well as poor performance are included. Also, each teacher's file is to contain a "Performance Improvement Record" (see page 42), which documents the program designed by the teacher and appraiser to strengthen areas which need improvement. The "Performance Improvement Record" is completed in conference with the appraiser by October 15 of each year for probationary teachers and every four years for permanent teachers. Target dates are set for each goal and elaborative or explanatory comments are included.

In the spring the teacher and administrator hold another conference, during which the teacher completes the three questions on the back of the "Performance Improvement Record," and the "Record of Achievement of Performance Improvement" (page 43) is completed by the teacher and administrator. This form remains in the school, but the "Summary of Teacher Appraisal" (page 45) is completed by the principal for submittal to the central office, based on all the information in the teacher's accumulative file.

Form H (pages 46-50). In Colorado Springs, Colorado, all first-year probationary teachers will be evaluated during 1971-72 according to an assessment program developed by a committee of administrators and teachers. The evaluation procedures are based on performance goal assessment. The district has established goals in five areas: educational program, methods, relationships with students, peer-administrator relationships, and parent-community relationships. Each school building has also developed goals in each of the five areas. The evaluation of teachers is according to teacher goals derived from the district and building goals by each teacher and tailored to his own teaching situation. The illustration on page 46 is of the worksheets prepared by the teacher in each of the five assessment areas.

The evaluation process is essentially a group process, carried out by an observation team for each teacher. In elementary schools the observation team includes the building principal, an elementary supervisor, and a teacher-observer. In secondary schools, the team is composed of the building principal, a supervisor, the department chairman, and a teacher-observer. The teacher-observer for each team is selected by the principal and his instructional staff, and may or may not be a tenure teacher; teachers from other schools are also eligible. The supervisor acts in a supervisory capacity in the teacher-observer selection process.

The principal serves as the coordinator of each team and is responsible for compiling the final evaluation form. All team members, however, share equally in the assessment process, according to their own particular expertise. Each team member makes at least two observations before Christmas and completes a "Teacher Observation and Conference Report" form (pages 47 and 48) following each post-observation conference with the teacher. The teacher observed, the observer, and the principal each retain a copy of this completed form. The entire team is responsible for reviewing the district and building level goals with the teacher, for reviewing the teacher's goals and suggesting revisions if necessary, for participating in observations and conferences, and for offering assistance to improve instruction.

Pages 49 and 50 reproduce the "Teacher Assessment Form," which is the final evaluation form completed for the central office. The form reports a composite of the team's observations, conferences, and assistance for each teacher. The principal makes the final recommendation on contract renewal, and is responsible for the final content and completion of the form. The teacher and all team members sign the form and each may place any additional statements or reactions on the form.

Form I (pages 51-56). The evaluation procedures in Mt. Diablo Unified School District, California, are somewhat similar to the Colorado Springs procedures in that they are pilot procedures and are based on multiple-level goals. Mt. Diablo, however, adds a fourth level to those of Colorado Springs--grade level or departmental objectives. Also, the evaluation of a teacher is not carried out by a team, unless requested by the principal and the teacher. The principal is the sole evaluator in most cases, but he relies on more than observations to assess goal achievement and to compile the final evaluation.

The teacher to be evaluated and the principal meet and agree on the performance goals of the teacher, based on the district, school, and grade level or departmental goals. They also decide what elements shall be used to arrive at the final evaluation, other than self-evaluation and goal assessment, which are required. Their agreements are documented and the forms (see page 52) are signed by, and copies retained by, the teacher and principal. In addition to classroom observations and self-evaluation, the evaluation methods should include as many of the following as possible: progress testing of the teacher's students in specific subject areas, based upon subject goals and test structure specified in the departmental (grade level) and teacher goals; information collected from students by means of forms consisting of appropriate questions previously determined by the teacher and principal and related to the agreed-upon goals; and information collected from personnel related to the educational process in the school (e.g., curriculum consultants, guidance personnel, faculty members).

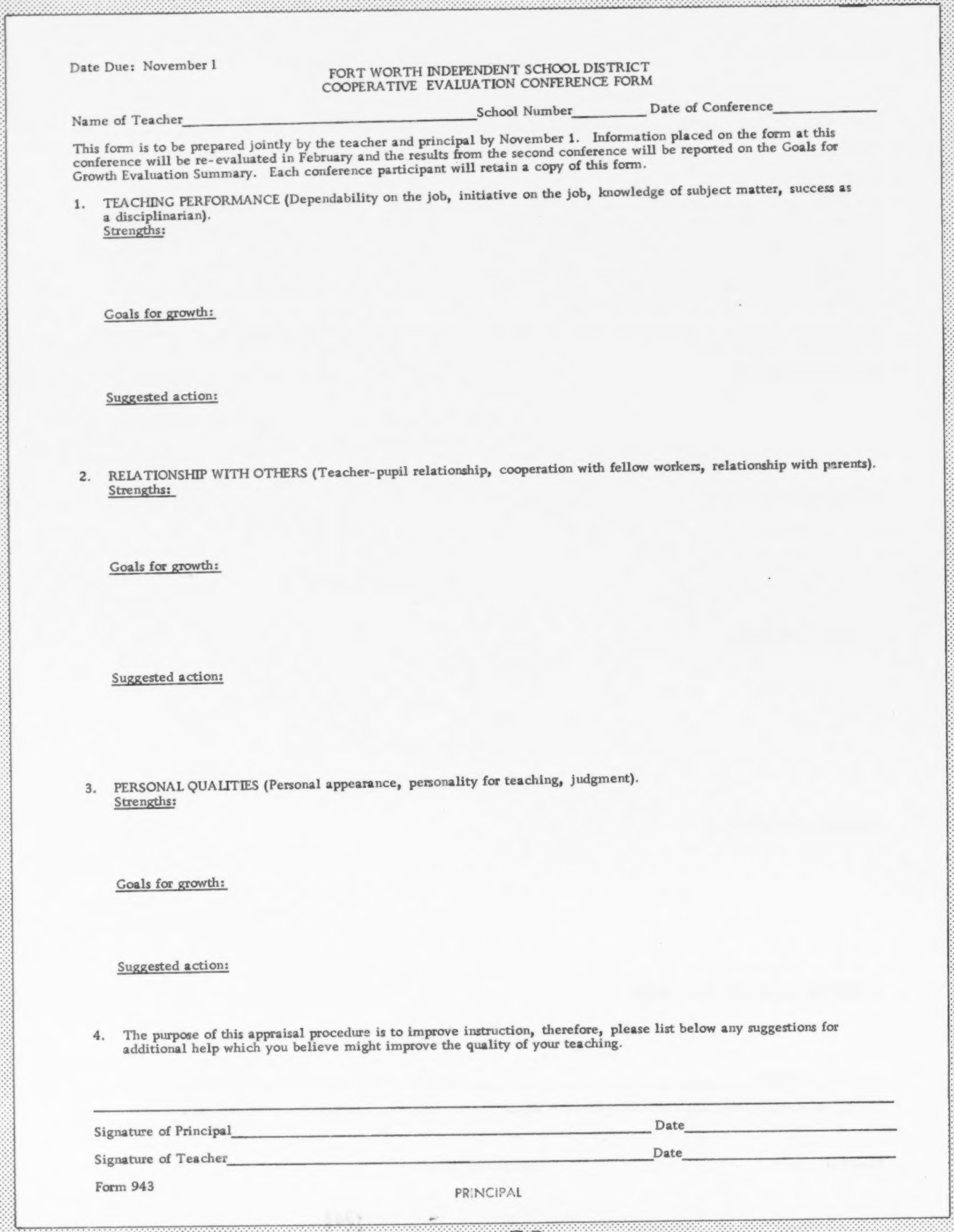
The evaluation takes the form of a "Preliminary Summary Evaluation" and a "Final Summary Evaluation." In preparing both forms, the principal states his opinion as to goal achievement, references these with the input data received from the previously agreed-to sources, and states objectives which he believes should be pursued the following year. The teacher provides a written self-evaluation on the same items. In conference the teacher and principal exchange these informal evaluations and discuss areas of agreement and disagreement. The teacher's self-evaluation is returned to him at the end of the conference. In the preparation of the final evaluation, however, the teacher adds his comments to the form sent to the central office and signs the form.

If either the teacher or the principal so request at any time during the evaluation process, an evaluating team can be requested from the central office to conduct an evaluation of the teacher and submit its results to the central office, teacher, and principal. The teams are composed as follows:

Elementary:
- 1 resource teacher or administrative assistant
- 1 principal
- 1 vice principal
- 2 tenured classroom teachers from the same grade being evaluated

Intermediate and high school:
- 3 tenured teachers from the subject area(s) being evaluated (including the department chairman, if there is one)
- 2 administrators

Form F



Date Due: November 1

FORT WORTH INDEPENDENT SCHOOL DISTRICT
COOPERATIVE EVALUATION CONFERENCE FORM

Name of Teacher____________________School Number________ Date of Conference__________

This form is to be prepared jointly by the teacher and principal by November 1. Information placed on the form at this conference will be re-evaluated in February and the results from the second conference will be reported on the Goals for Growth Evaluation Summary. Each conference participant will retain a copy of this form.

1. TEACHING PERFORMANCE (Dependability on the job, initiative on the job, knowledge of subject matter, success as a disciplinarian).
   Strengths:

   Goals for growth:

   Suggested action:

2. RELATIONSHIP WITH OTHERS (Teacher-pupil relationship, cooperation with fellow workers, relationship with parents).
   Strengths:

   Goals for growth:

   Suggested action:

3. PERSONAL QUALITIES (Personal appearance, personality for teaching, judgment).
   Strengths:

   Goals for growth:

   Suggested action:

4. The purpose of this appraisal procedure is to improve instruction, therefore, please list below any suggestions for additional help which you believe might improve the quality of your teaching.

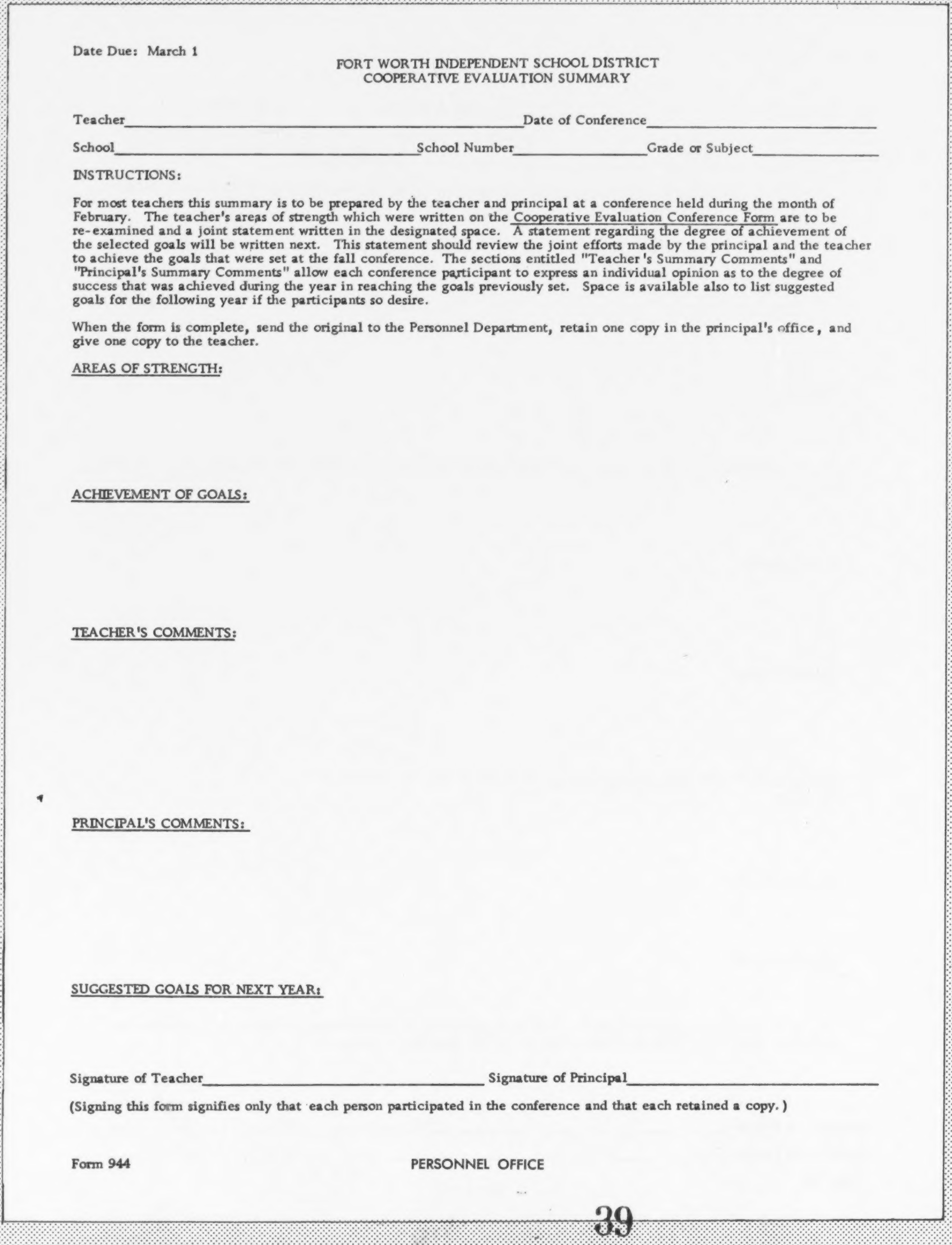
Signature of Principal____________________ Date__________

Signature of Teacher____________________ Date__________

Form 943

PRINCIPAL

Form F



Date Due: March 1

FORT WORTH INDEPENDENT SCHOOL DISTRICT
COOPERATIVE EVALUATION SUMMARY

Teacher______________________________ Date of Conference____________________

School________________________ School Number__________ Grade or Subject__________

INSTRUCTIONS:

For most teachers this summary is to be prepared by the teacher and principal at a conference held during the month of February. The teacher's areas of strength which were written on the Cooperative Evaluation Conference Form are to be re-examined and a joint statement written in the designated space. A statement regarding the degree of achievement of the selected goals will be written next. This statement should review the joint efforts made by the principal and the teacher to achieve the goals that were set at the fall conference. The sections entitled "Teacher's Summary Comments" and "Principal's Summary Comments" allow each conference participant to express an individual opinion as to the degree of success that was achieved during the year in reaching the goals previously set. Space is available also to list suggested goals for the following year if the participants so desire.

When the form is complete, send the original to the Personnel Department, retain one copy in the principal's office, and give one copy to the teacher.

AREAS OF STRENGTH:

ACHIEVEMENT OF GOALS:

TEACHER'S COMMENTS:

PRINCIPAL'S COMMENTS:

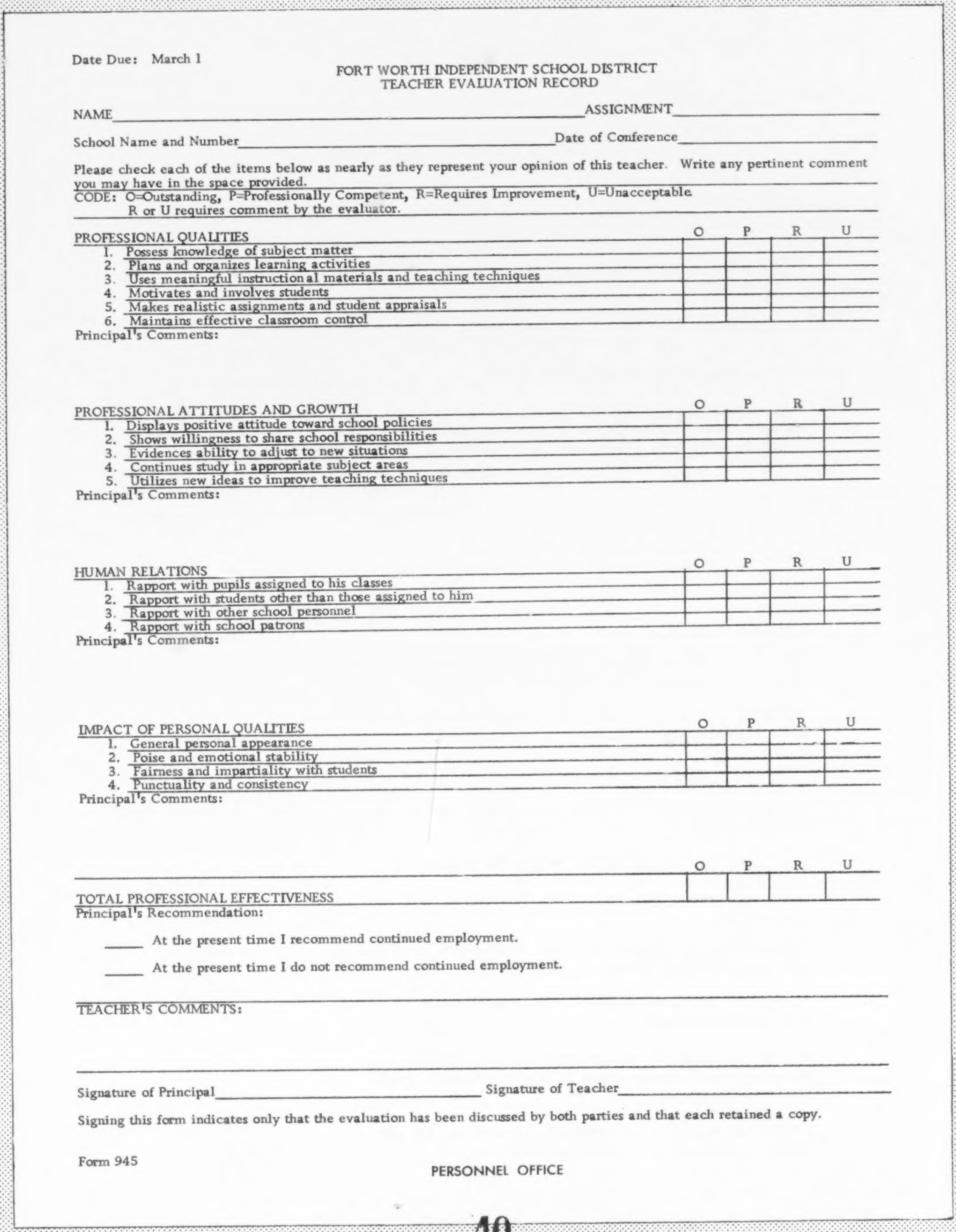
SUGGESTED GOALS FOR NEXT YEAR:

Signature of Teacher________________________ Signature of Principal________________________

(Signing this form signifies only that each person participated in the conference and that each retained a copy.)

Form 944 PERSONNEL OFFICE

Form F



Date Due: March 1

FORT WORTH INDEPENDENT SCHOOL DISTRICT
TEACHER EVALUATION RECORD

NAME______________________________ASSIGNMENT______________

School Name and Number______________________Date of Conference______________

Please check each of the items below as nearly as they represent your opinion of this teacher. Write any pertinent comment you may have in the space provided.

CODE: O=Outstanding, P=Professionally Competent, R=Requires Improvement, U=Unacceptable
R or U requires comment by the evaluator.

PROFESSIONAL QUALITIES	O	P	R	U
1. Possess knowledge of subject matter				
2. Plans and organizes learning activities				
3. Uses meaningful instructional materials and teaching techniques				
4. Motivates and involves students				
5. Makes realistic assignments and student appraisals				
6. Maintains effective classroom control				

Principal's Comments:

PROFESSIONAL ATTITUDES AND GROWTH	O	P	R	U
1. Displays positive attitude toward school policies				
2. Shows willingness to share school responsibilities				
3. Evidences ability to adjust to new situations				
4. Continues study in appropriate subject areas				
5. Utilizes new ideas to improve teaching techniques				

Principal's Comments:

HUMAN RELATIONS	O	P	R	U
1. Rapport with pupils assigned to his classes				
2. Rapport with students other than those assigned to him				
3. Rapport with other school personnel				
4. Rapport with school patrons				

Principal's Comments:

IMPACT OF PERSONAL QUALITIES	O	P	R	U
1. General personal appearance				
2. Poise and emotional stability				
3. Fairness and impartiality with students				
4. Punctuality and consistency				

Principal's Comments:

	O	P	R	U
TOTAL PROFESSIONAL EFFECTIVENESS				

Principal's Recommendation:

_____ At the present time I recommend continued employment.

_____ At the present time I do not recommend continued employment.

TEACHER'S COMMENTS:

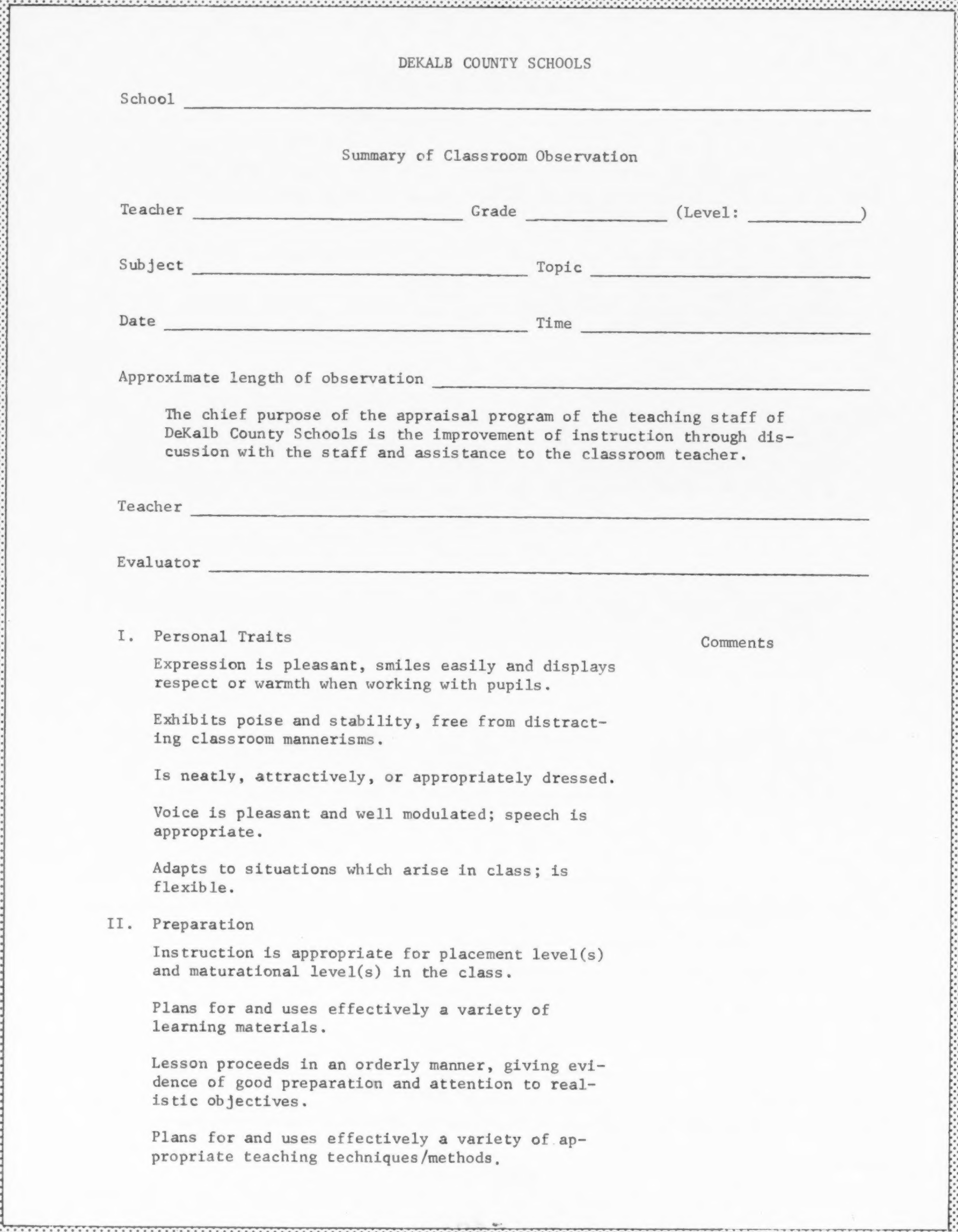
Signature of Principal______________________ Signature of Teacher______________________

Signing this form indicates only that the evaluation has been discussed by both parties and that each retained a copy.

Form 945

PERSONNEL OFFICE

Form G



DEKALB COUNTY SCHOOLS

School ____________________

Summary of Classroom Observation

Teacher ____________ Grade ________ (Level: ______)

Subject ____________ Topic ____________

Date ____________ Time ____________

Approximate length of observation ____________

The chief purpose of the appraisal program of the teaching staff of DeKalb County Schools is the improvement of instruction through discussion with the staff and assistance to the classroom teacher.

Teacher ____________________

Evaluator ____________________

I. Personal Traits

Comments

Expression is pleasant, smiles easily and displays respect or warmth when working with pupils.

Exhibits poise and stability, free from distracting classroom mannerisms.

Is neatly, attractively, or appropriately dressed.

Voice is pleasant and well modulated; speech is appropriate.

Adapts to situations which arise in class; is flexible.

II. Preparation

Instruction is appropriate for placement level(s) and maturational level(s) in the class.

Plans for and uses effectively a variety of learning materials.

Lesson proceeds in an orderly manner, giving evidence of good preparation and attention to realistic objectives.

Plans for and uses effectively a variety of appropriate teaching techniques/methods.

III. Performance

Comments

Teacher makes extensive use of reward, or "reinforcement" during class.

Leads or directs pupils to generalization, application, and/or to see inter-relatedness of knowledge. Stimulates thought.

Assignments/directions are given clearly and thoroughly so that all pupils understand.

Pupil participation maximized; there is considerable "interaction."

Study techniques, vocabulary, concepts, procedures, etc., are taught as a regular part of the lesson.

Moves about class or places self in position for optimal effectiveness for instruction for all pupils.

Gauges pupil understanding during lesson as a guide to pacing.

IV. Classroom Setting

Room is neat and attractive, or is in "functional" disarray.

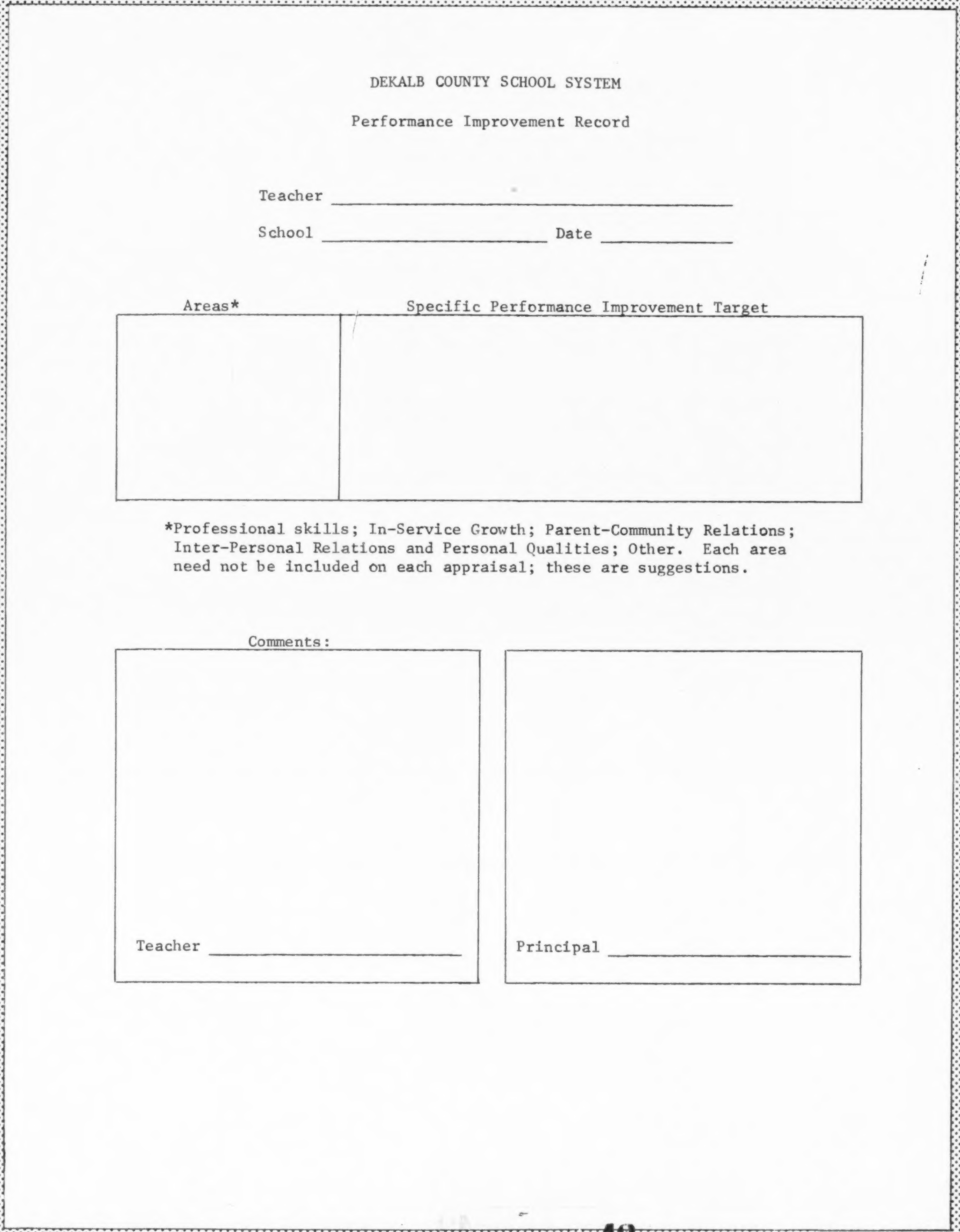
Controls class so that effective learning can be achieved.

Teacher's reaction or comments ______________________________

Principal's addition comments ______________________________

Summary of conference ______________________________

Form G



DEKALB COUNTY SCHOOL SYSTEM

Performance Improvement Record

Teacher ____

School ______________________ Date _____________

Areas*	Specific Performance Improvement Target

*Professional skills; In-Service Growth; Parent-Community Relations; Inter-Personal Relations and Personal Qualities; Other. Each area need not be included on each appraisal; these are suggestions.

Comments:

Teacher _________________________	Principal _________________________

Form G

SELF-APPRAISAL COMMENTS

1. In what ways have you discharged civic responsibilities and displayed good community relationships?

2. In what ways do you feel that you have given support to the total school program? (Individual school and system)

3. In what ways have you demonstrated professional involvement?

RECORD OF ACHIEVEMENT OF PERFORMANCE IMPROVEMENT

Date:

Teacher: ____________________	Principal: ____________________

Form G

Guidelines for Completion of

"Summary of Teacher Appraisal"

1. The first four items should reflect the "Summary of Classroom Observation," the instrument used for monitoring the teacher's classroom performance.

2. There are three elements covered in item "5", but one term will usually cover the item except in instances of extremes. Physical stamina refers to having resources upon which to draw to get the job done. How many sick days? How frequently is instruction adversely affected by health? Size, shape, age, chronic illness, etc., should not be considered except as they affect performance. Emotional stability refers to evenness of temperament. Does the teacher "fly off the handle," "go to pieces" in the face of criticism or change, nag, use sarcasm, get "hung up" on the trivial, withdraw, exhibit hostility, or display habitual negativism?

   It is most difficult to assess attitude, and it is perhaps covered in part within "emotional stability," however, you might consider the teacher's willingness to accept reasonable extra classroom duties, personal and community obligations, follow course guides and policy statements, and to be almost as tolerant of other people and of institutions as he expects others to be of him.

3. In item "6" consider how well the teacher has gained the confidence of the parents of his pupils. Do many parents make complaints which seem to have some basis in fact? How well does the teacher conduct parent-teacher conferences?

4. In item "7" consider the manner in which the teacher works with colleagues. Does he offer assistance, withdraw, or complain? Does he carry his load? Does he find more positive or negative in his associates?

5. In item "8"," consider the manner in which administrative requests or instructions are followed. When the job must get done, is he more brake or more accelator? Does he give the principal the same backing and support that teachers insist principals give to them? Does he work with the principal to achieve school goals? Does he accept the fact that schedules and work loads usually cannot be individually tailored?

6. For item "9," consider the extent to which the teacher is involved in civic clubs and church groups? (Remember there can be excess as well as lack.) Is he a voter who votes? Does he support school-community endeavors such as United Appeal, Heart Association, Cancer Fund, etc.?

7. The meaning of item "10" should be self-evident.

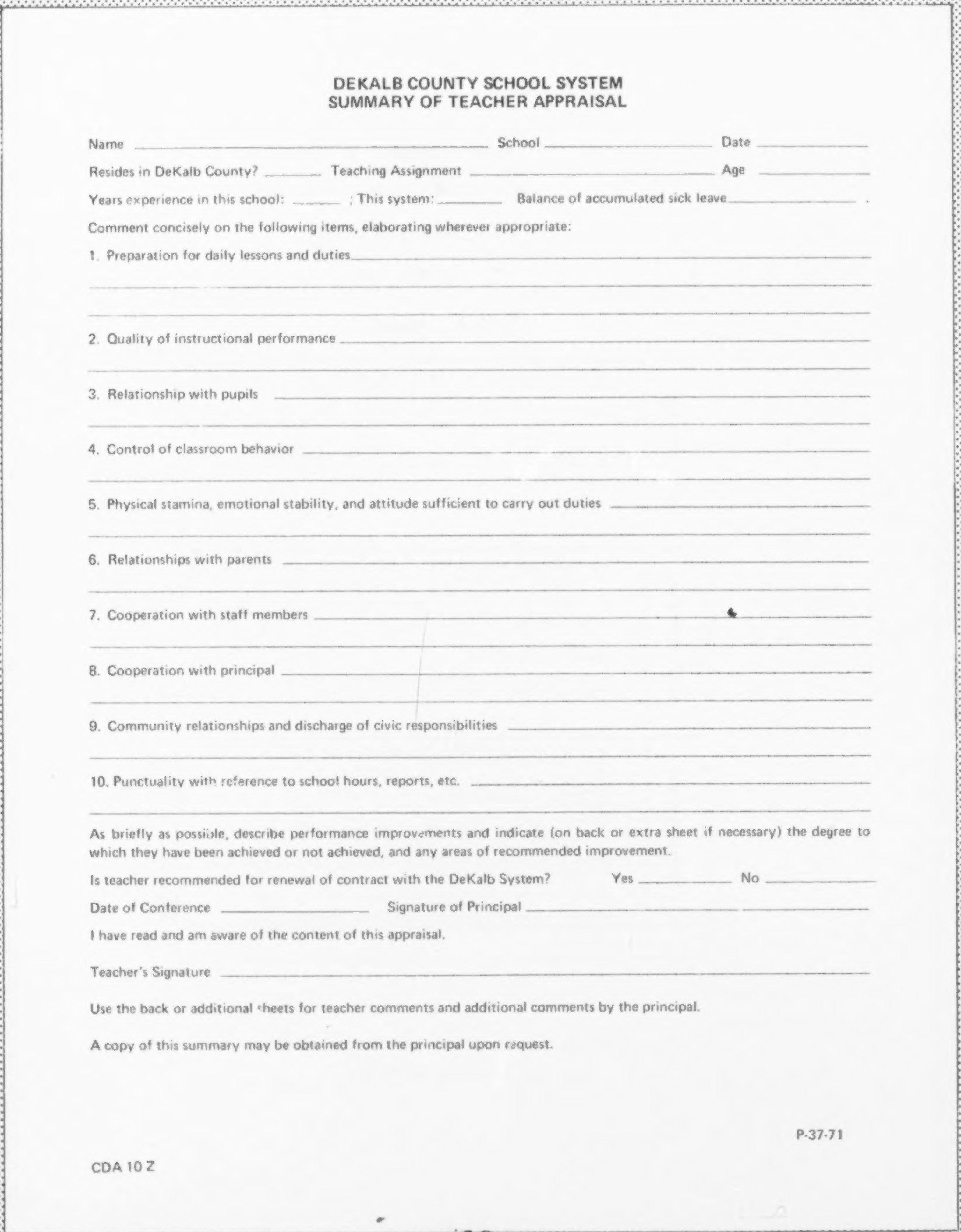
8. From the year-end appraisal of performance improvements on the Performance Improvement Record summarize concisely the pertinent points on the bottom of the page.

9. Put an "X" in the appropriate blank indicating whether the teacher is or is not recommended for renewal of contract.

10. Principal and teacher both sign. Teacher comments, if any, are placed on the back.

11. The above is to be completed five days prior to the principal's submitting the appraisal summary to the personnel office.

Form G



DEKALB COUNTY SCHOOL SYSTEM
SUMMARY OF TEACHER APPRAISAL

Name ______________________ School ______________ Date __________

Resides in DeKalb County? ______ Teaching Assignment ______________________ Age __________

Years experience in this school: ______ ; This system: ______ Balance of accumulated sick leave ______________ .

Comment concisely on the following items, elaborating wherever appropriate:

1. Preparation for daily lessons and duties ______________________

2. Quality of instructional performance ______________________

3. Relationship with pupils ______________________

4. Control of classroom behavior ______________________

5. Physical stamina, emotional stability, and attitude sufficient to carry out duties ______________________

6. Relationships with parents ______________________

7. Cooperation with staff members ______________________

8. Cooperation with principal ______________________

9. Community relationships and discharge of civic responsibilities ______________________

10. Punctuality with reference to school hours, reports, etc. ______________________

As briefly as possible, describe performance improvements and indicate (on back or extra sheet if necessary) the degree to which they have been achieved or not achieved, and any areas of recommended improvement.

Is teacher recommended for renewal of contract with the DeKalb System? Yes __________ No __________

Date of Conference ______________ Signature of Principal ______________________

I have read and am aware of the content of this appraisal.

Teacher's Signature ______________________

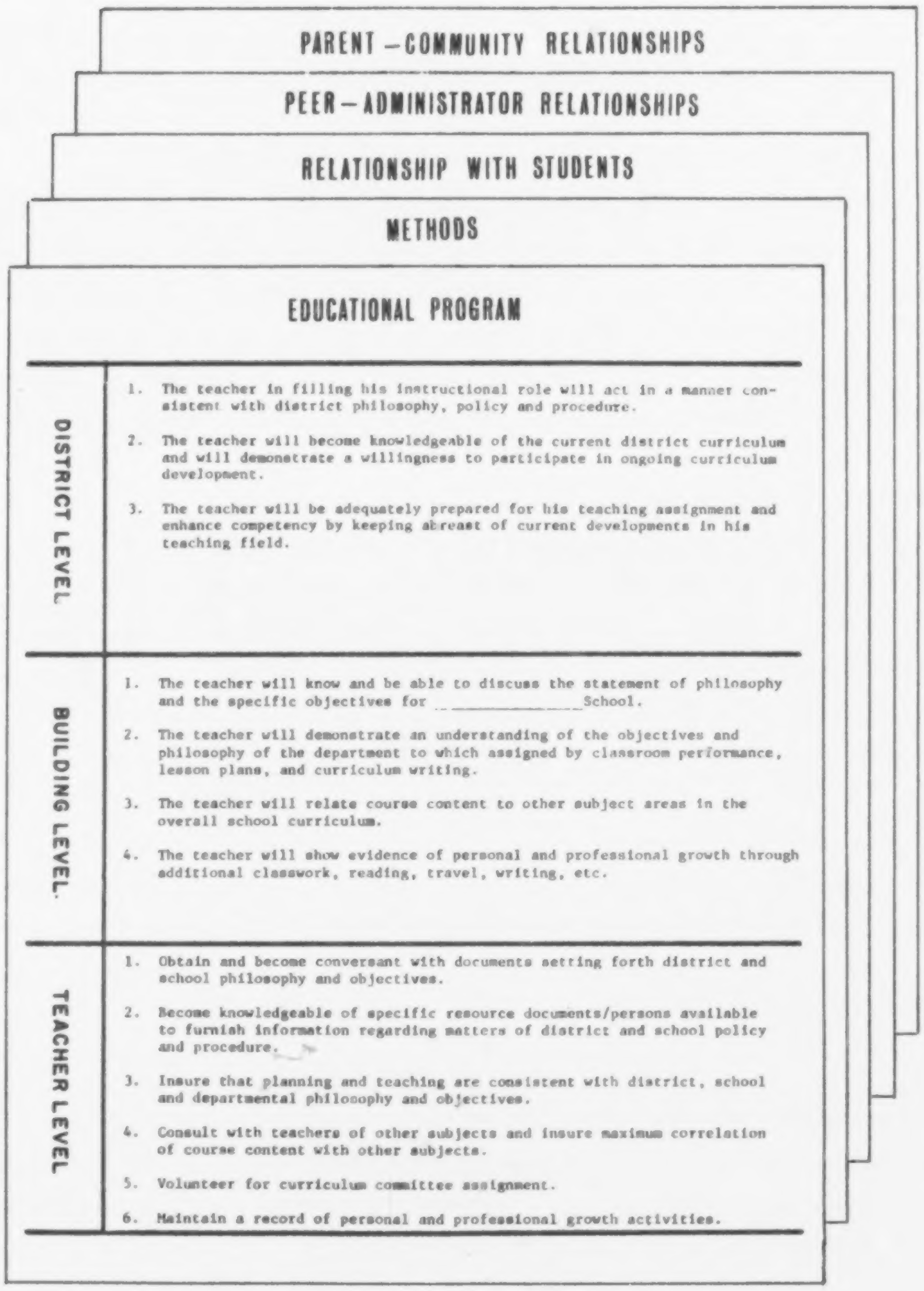
Use the back or additional sheets for teacher comments and additional comments by the principal.

A copy of this summary may be obtained from the principal upon request.

P-37-71

CDA 10 Z

Form H



PARENT – COMMUNITY RELATIONSHIPS

PEER – ADMINISTRATOR RELATIONSHIPS

RELATIONSHIP WITH STUDENTS

METHODS

EDUCATIONAL PROGRAM

DISTRICT LEVEL

1. The teacher in filling his instructional role will act in a manner consistent with district philosophy, policy and procedure.
2. The teacher will become knowledgeable of the current district curriculum and will demonstrate a willingness to participate in ongoing curriculum development.
3. The teacher will be adequately prepared for his teaching assignment and enhance competency by keeping abreast of current developments in his teaching field.

BUILDING LEVEL.

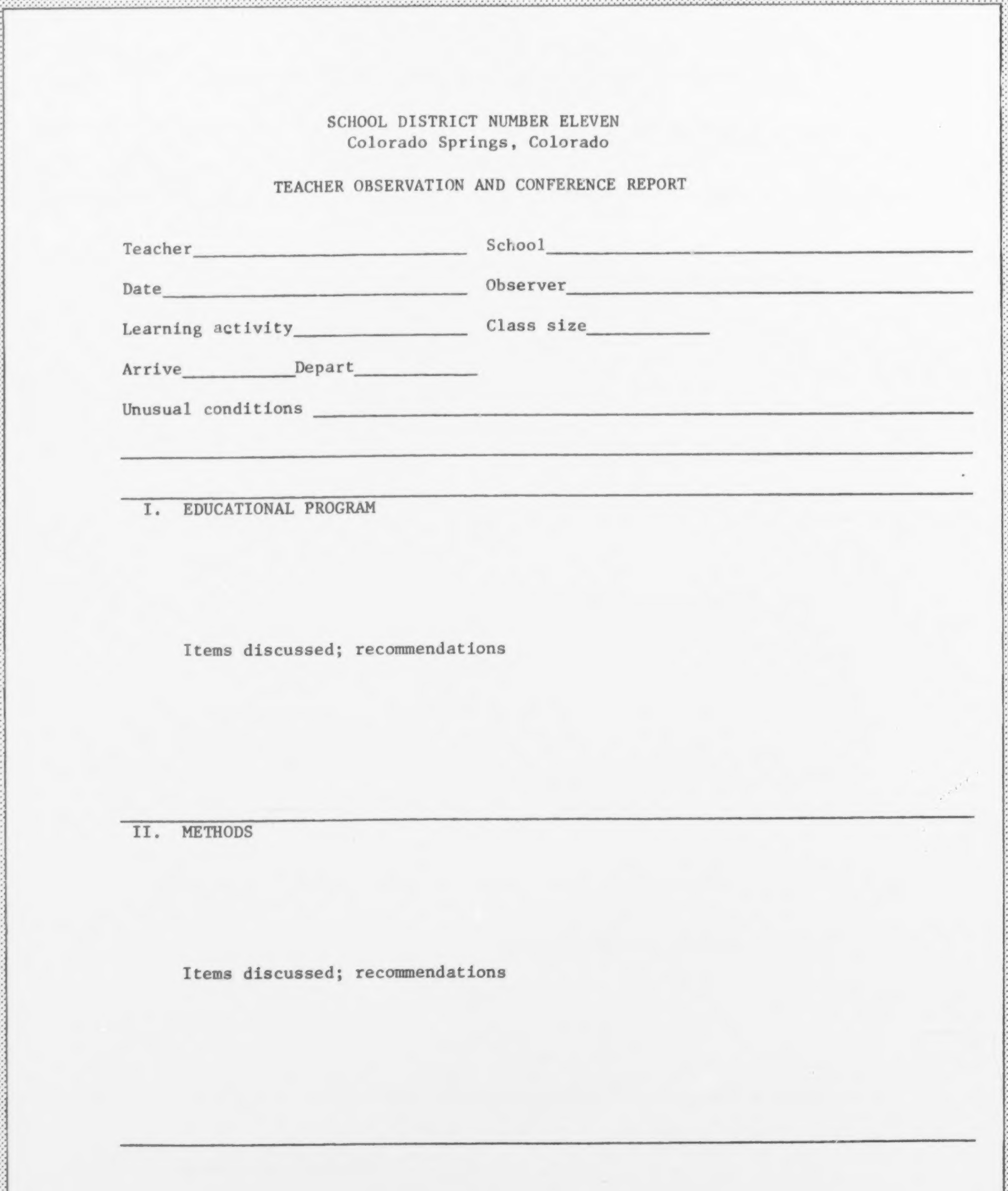
1. The teacher will know and be able to discuss the statement of philosophy and the specific objectives for ________________School.
2. The teacher will demonstrate an understanding of the objectives and philosophy of the department to which assigned by classroom performance, lesson plans, and curriculum writing.
3. The teacher will relate course content to other subject areas in the overall school curriculum.
4. The teacher will show evidence of personal and professional growth through additional classwork, reading, travel, writing, etc.

TEACHER LEVEL

1. Obtain and become conversant with documents setting forth district and school philosophy and objectives.
2. Become knowledgeable of specific resource documents/persons available to furnish information regarding matters of district and school policy and procedure.
3. Insure that planning and teaching are consistent with district, school and departmental philosophy and objectives.
4. Consult with teachers of other subjects and insure maximum correlation of course content with other subjects.
5. Volunteer for curriculum committee assignment.
6. Maintain a record of personal and professional growth activities.

ILLUSTRATION OF ASSESSMENT MATRIX DOCUMENT
Colorado Springs, Colorado

Form H



SCHOOL DISTRICT NUMBER ELEVEN
Colorado Springs, Colorado

TEACHER OBSERVATION AND CONFERENCE REPORT

Teacher____________________ School____________________

Date____________________ Observer____________________

Learning activity____________________ Class size__________

Arrive__________ Depart__________

Unusual conditions ____________________

I. EDUCATIONAL PROGRAM

Items discussed; recommendations

II. METHODS

Items discussed; recommendations

Form H

TEACHER OBSERVATION AND CONFERENCE REPORT

Page 2

III. RELATIONSHIP WITH STUDENTS

Items discussed; recommendations

IV. PEER-ADMINISTRATOR RELATIONSHIPS

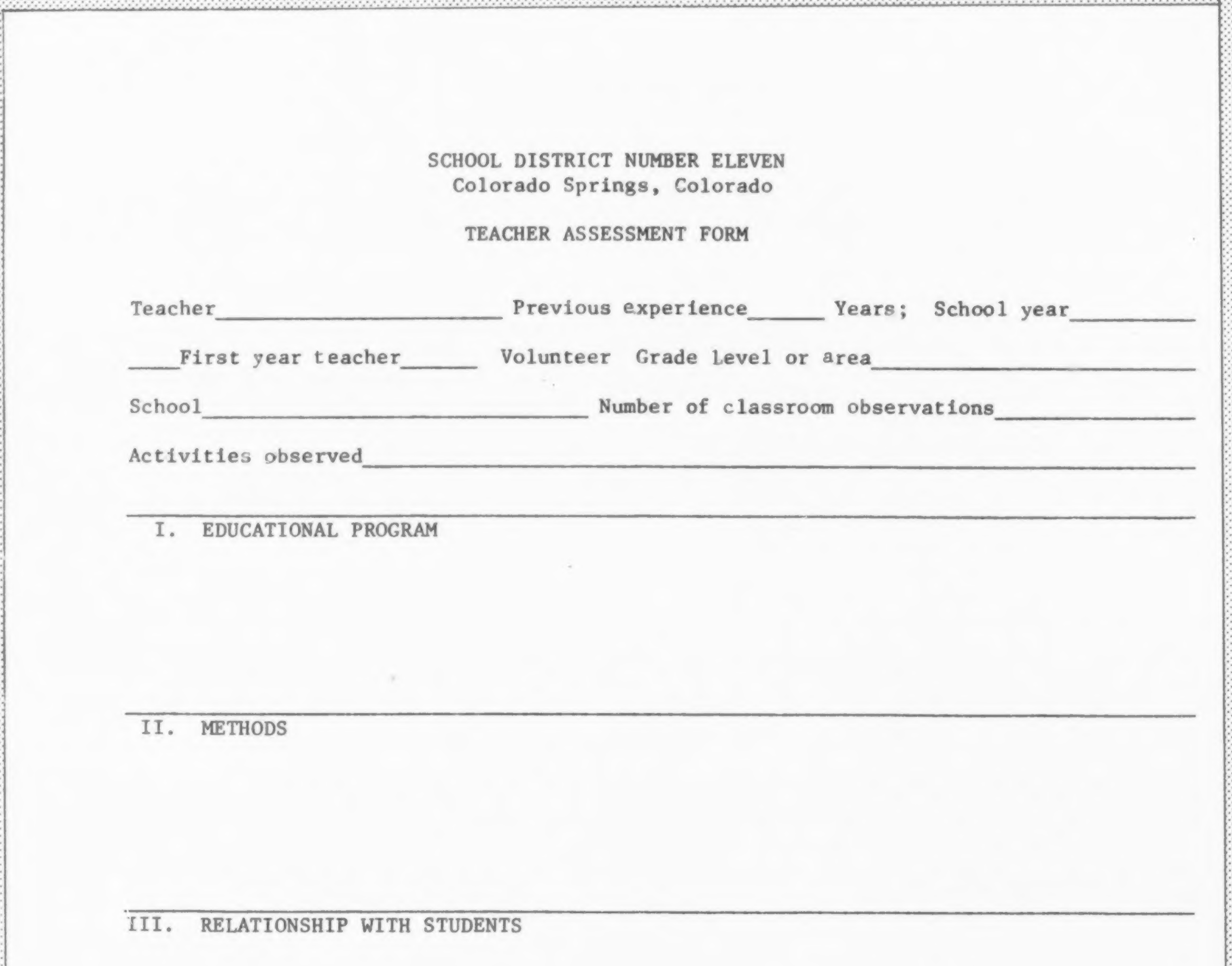
Items discussed; recommendations

V. PARENT-COMMUNITY RELATIONSHIPS

Items discussed; recommendations

____
Signature of teacher

Form H



SCHOOL DISTRICT NUMBER ELEVEN
Colorado Springs, Colorado

TEACHER ASSESSMENT FORM

Teacher______________________ Previous experience_____ Years; School year_________

____First year teacher_____ Volunteer Grade Level or area_______________________

School______________________________ Number of classroom observations_____________

Activities observed____

I. EDUCATIONAL PROGRAM

II. METHODS

III. RELATIONSHIP WITH STUDENTS

IV. PEER-ADMINISTRATOR RELATIONSHIPS

V. PARENT-COMMUNITY RELATIONSHIPS

TEACHER ASSESSMENT FORM

Page 2

*ASSISTANCE PROVIDED

Common Assistance
    Assessment materials received ____________________
    Orientation meetings
        District meetings ____________________
        Building meetings ____________________
    Observation team meeting (fall) ____________________
    Duties and responsibilities defined ____________________
    Conferences ____________________
    Observation team meeting (spring) ____________________
Special Assistance
    Classroom demonstrations ____________________
    Consultation and assistance from district support personnel ____________________
    Outside consultants ____________________
    Opportunities for visitation to other classrooms ____________________
    Assistance from other teachers ____________________
    Other (specify) ____________________

*In the event a teacher has received a letter of inadequacy, a detailed description of the assistance given must be attached to this report.

Please refer to The Assessment of Professional Growth for the Improvement of Instruction and to the attached matrix when discussing or analyzing this form.

This Assessment indicates that the teacher has been recommended for renewal of contract____; has been recommended for conditional renewal____; has not been recommended for renewal of contract____.

COMMENTS (Principal)

COMMENTS (Teacher)

COMMENTS (Observation team)

Observation Team Members
____
____
____

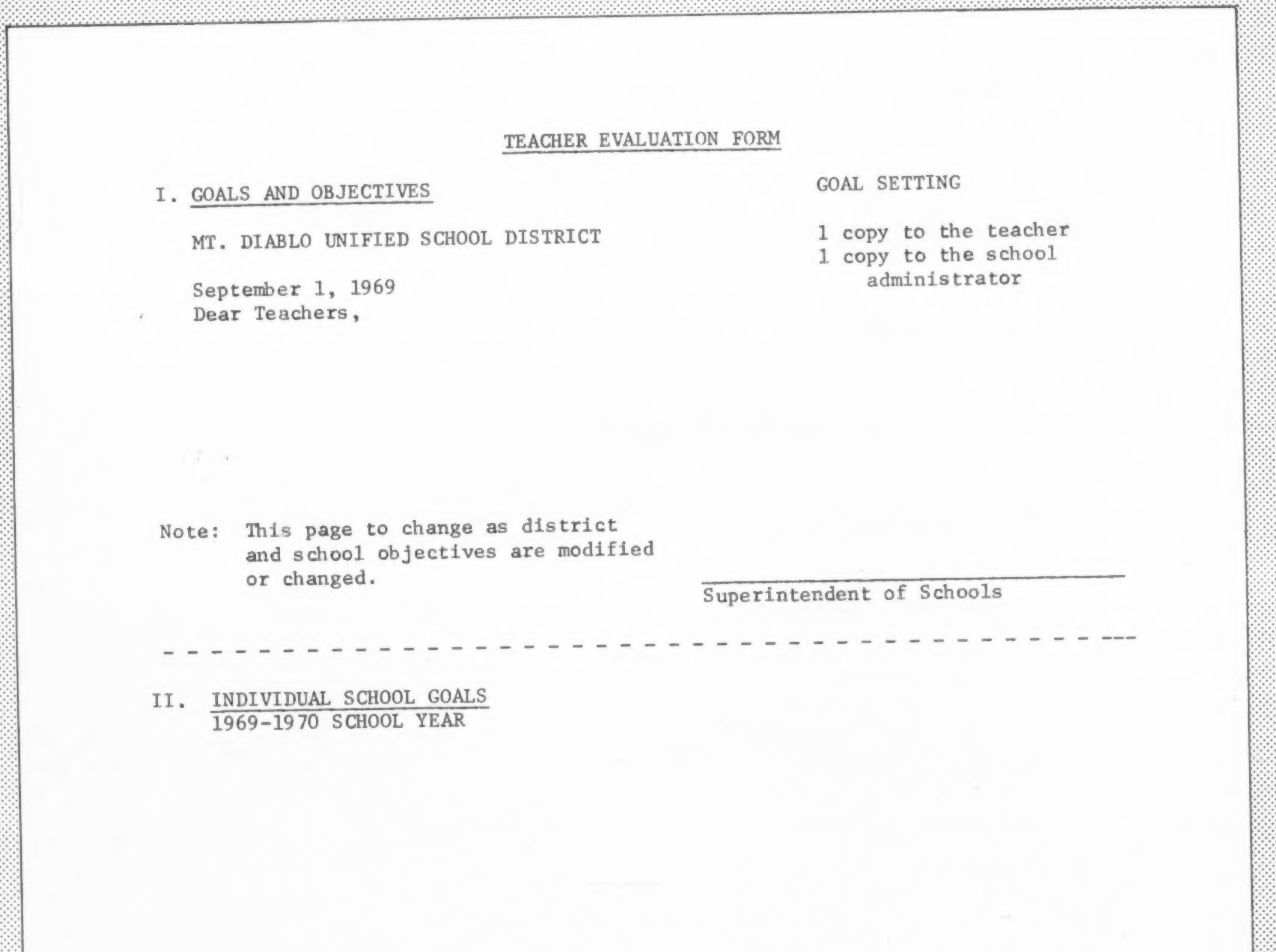
I have read and discussed this report with the principal.

Teacher____________________

Principal____________________

Date____________________

Form I



TEACHER EVALUATION FORM

GOAL SETTING

1 copy to the teacher
1 copy to the school administrator

I. GOALS AND OBJECTIVES

MT. DIABLO UNIFIED SCHOOL DISTRICT

September 1, 1969
Dear Teachers,

Note: This page to change as district and school objectives are modified or changed.

Superintendent of Schools

II. INDIVIDUAL SCHOOL GOALS
1969-1970 SCHOOL YEAR

Principal

III. DEPARTMENTAL OR GRADE LEVEL GOALS

Form I

GOALS AND OBJECTIVES

TEACHER OBJECTIVES

Teacher(s) name(s) ____________________
Grade level ____________________
Date ____________________

GOALS AND OBJECTIVES FOR THIS YEAR:

SHORT TERM OBJECTIVES:

ANTICIPATED MEASURABLE OUTCOMES OR RESULTS:

EVALUATIVE INSTRUMENTS TO BE USED:

1. Teacher self-evaluation

Please check where appropriate:

2. ____ Observation of teacher performance
    - ____ by principal
    - ____ by vice principal
    - ____ by department chairman
    - ____ by administrative assistant
    - ____ by teacher(s) ____________

3. Test results (specify)

4. ____ Observation of pupil behavior (specify)

5. ____ Questionnaires
    - ____ by children
    - ____ by parents
    - ____ other ____________

6. Other measuring devices (specify)

PROFESSIONAL GROWTH OBJECTIVES:

____
Teacher's Signature

____
Principal's Signature

2 copies

TEACHER SELF-EVALUATION FORM

1 copy only for the teacher

I. Make a statement concerning the extent to which you are attaining your goals and objectives.

II. Support your statement with examples where applicable (specify measurable outcomes or results; i.e., those indicated as anticipated in the Goals and Objectives Form).

III. Suggestions for attaining objectives.

This form to be used prior to the Teacher's Preliminary and Final Evaluation Forms Conferences.

Form I

CLASSROOM OBSERVATION FORM

1 copy to the teacher
1 copy to the observer

Name of the teacher being observed: ______________________________

School ______________________________

Date of observation ______________________________

Subject(s) being taught ______________________________

The students observed:

Number present ______________________________

Grade level ______________________________

Ability level (if applicable) __________

Name of the observer: ______________________________

Types of observation used: e.g. simple observation, IOTA, Flanders Interaction Analysis, etc.

____

Time of the observation
From ________ to ________ Duration ______

The nature of the activities observed, i.e. discussion, lecture, testing, individual study, working on projects, use of materials.

____
____
____
____

Make a statement giving the objectives of the lesson as perceived by the observer and/or as outlined previously by the teacher. Include a description of the relationship between the situation observed and the objectives. Support your statements with examples of the activities observed, including the degree of the interest exhibited by the students, amount of participation by the students, the attitudes observed, the apparent level of the understanding shown by the students, etc. Use additional space on the back of this form, if required. Attach to this any profile or other information sheets pertaining to this observation.

Signed ______________________________
Observer

Teacher's Comment

____
Teacher's signature

(Signatures signify that the observation has been made and shared.)

TEACHER PRELIMINARY EVALUATION FORM

To be completed by December 15 for probationary teachers.

School ____________________

Teacher ____________________

Evaluator ____________________

3 copies
- 1) for the administrator
- 1) for the teacher
- 1) to accompany the final evaluation form copy to district office

State and explain whether objectives agreed upon are in the process of being met.

I. Evaluator's comments and evaluation

II. Suggestions and means to help the teacher achieve the objectives

III. Teacher's comment on the evaluation and suggestions and means to achieve objectives

____
Date

____
Evaluator's signature

____
Teacher's signature

(Signatures indicate that the evaluation has been made and shared.)

TEACHER FINAL EVALUATION FORM

To be completed by March 1 for probationary and tenured teachers.

3 copies
1)for the administrator
1)for the teacher
1)for the district office

School ____________________

Teacher ____________________

Evaluator ____________________

I. Principal's evaluation (based on stated and agreed upon goals and objectives).

II. Future goals and objectives.

A. Principal's proposals to help the teacher attain these goals and objectives.

III. Teacher's comment on the final evaluation and future goals and objectives.

____
Date

____
Principal's signature

____
Teacher's signature

(Signatures indicate that the evaluation has been made and shared.)

Attach copy of the Teacher Preliminary Evaluation Form to copy of this Final Form for District Files.

QUESTIONNAIRE FORM

Educational Research Service
May 1971

THE EVALUATION OF CLASSROOM TEACHERS

School system ______________________________

City ______________ State __________ Zip code __________

Name and title of respondent ______________________________

1. Please indicate below the situation in your school system regarding a FORMAL PROGRAM for evaluating classroom teachers by checking ONE of the following statements:

☐ A. We now have a formal program of teacher evaluation which will remain essentially unchanged in 1971-72.

☐ B. We now have a formal program which will be revised for 1971-72.

☐ C. We do not now have a formal program, but we plan to initiate one in 1971-72.

☐ D. We do not now have a formal program nor do we plan a program for 1971-72.

If you have checked B, C, or D, disregard the remainder of the questionnaire, but return one copy to ERS promptly.

2. If A in question #1 is checked, has this program been initiated or revised since 1968-69?

INITIATED: Yes ☐ No ☐ REVISED: Yes ☐ No ☐

3. How often are teachers evaluated?

Status of teacher	Frequency of evaluation
*Probationary	______________
Permanent	______________

**The term "probationary" denotes a period during which teachers are usually evaluated more frequently than later in their careers, whether or not they achieve tenure at the end of that period.*

4. How many classroom observations are REQUIRED during any one evaluation period?

Probationary teachers __________ Permanent teachers __________

Is there a minimum length REQUIRED for each observation? YES ☐ NO ☐

If YES, what is that length? Probationary: __________minutes

Permanent: __________minutes

CONTINUED →

/ - 2 -

QUESTIONNAIRE FORM

4. *(Continued)*

Are printed observation forms used in recording the results of each observation?

NO ☐ YES ☐ *(If YES, please enclose a copy)*

Is a conference with the teacher REQUIRED after each observation?

Probationary: YES ☐ NO ☐
Permanent: YES ☐ NO ☐

5. How would you describe the role of each of the following individuals or groups in the evaluation process? (If this varies from building to building, please report prevailing practice.) ONLY ONE CHECK SHOULD APPEAR IN EACH COLUMN

If the role applies only to the evaluation of probationary teachers, put one asterisk (*) beside that check; if it applies only to permanent teachers, put two asterisks (**) beside the check.

	Building level personnel				Central office personnel		
	Principal	Asst. prin.	Dept. head	Peer commit.	Supervisor	Asst. supt.	Pers. direc.
a. Single evaluator unilaterally completing evaluation form.	___	___	___	___	___	___	___
b. Joint evaluators completing one form in conference (both sign)	___	___	___	___	___	___	___
c. Evaluators each completing a form and submitting them separately	___	___	___	___	___	___	___
d. Evaluators each completing a form which is averaged to arrive at a composite	___	___	___	___	___	___	___
e. Not strictly an evaluator, but his opinion is solicited in arriving at final evaluation	___	___	___	___	___	___	___
f. Automatically reviews final evaluation made by evaluator(s)	___	___	___	___	___	___	___
g. None	___	___	___	___	___	___	___

6. Is self-evaluation REQUIRED? YES ☐ NO ☐

(CONTINUED)

QUESTIONNAIRE FORM

6. *(Continued)*

If self-evalution is required, what part, if any, does it play in the final evaluation arrived at by the evaluator(s)?

____

____

7. What form(s) does the final evaluation report take? (CHECK ALL THAT APPLY)

	Probationary	Permanent
a. Written list of satisfactory and unsatisfactory teachers	___	___
b. Rating form for each teacher	___	___
c. Written analysis of each teacher	___	___
d. Oral report only	___	___
e. Other (please check and specify)		
______________________________	___	___
______________________________	___	___

8. How are teachers advised of their rating? (CHECK ALL THAT APPLY)

	Probationary	Permanent
a. Signs and receives copy of form	___	___
b. Receives copy of form, but does not sign	___	___
c. May request copy of form for his files	___	___
d. Shown a copy, which he signs	___	___
e. Shown a copy, but does not sign	___	___
f. Shown a copy only on request	___	___
g. Informed in post-evaluation conference only	___	___
h. May examine copy in personnel file	___	___
i. Not apprised of evaluation outcome unless unsatisfactory	___	___
j. Other (please check and specify)		
______________________________		
______________________________	___	___

9. If a teacher does not agree with the final evaluation, what appeal procedures are open to him? (CHECK ALL THAT APPLY)

	Probationary	Permanent
a. None	___	___
b. Request conference with evaluator's superior	___	___

(CONTINUED)

QUESTIONNAIRE FORM

9. *(Continued)*

	Probationary	Permanent
c. Request rating by a third party	____	____
d. Attach dissenting statement to evaluation	____	____
e. File dissenting statement with review board	____	____
f. Initiate grievance through formal grievance procedure	____	____
g. Other (please check and specify) ______________________	____	____

10. What uses are made of the evaluations? (CHECK ALL THAT APPLY)

____ To decide on reappointment of permanent teachers.

____ To decide on reappointment of probationary teachers.

____ To recommend probationary teachers for permanent status.

____ To establish evidence where dismissal from service is an issue.

____ To stimulate improvement of performance.

____ To select teachers for promotion.

____ To qualify teachers for regular salary increments.

____ To establish qualifications for merit pay increments.

____ To qualify teachers for longevity pay increments.

____ To qualify teachers for acceleration on salary schedule (larger or double increments)

____ Other (please specify) ______________________________________

____

11. Additional pertinent information or comments:

____

____

____

____

PLEASE ENCLOSE A COPY OF EACH FORM AND INSTRUCTION HANDBOOK OR GUIDE USED IN YOUR SCHOOL SYSTEM TO EVALUATE CLASSROOM TEACHERS. ALSO, PLEASE SEND A COPY OF ANY POLICY STATEMENTS OR NEGOTIATED PROVISIONS ON EVALUATION. If no forms are used, check here ☐.

RETURN ONE COPY OF THIS QUESTIONNAIRE, TOGETHER WITH THE MATERIALS REQUESTED, TO:

EDUCATIONAL RESEARCH SERVICE
Box 5, NEA Building
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

ERS

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